

**LAFOURCHE PARISH SCHOOL BOARD**

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| Title:          | <u><b>Principal</b></u>  |
| Qualifications: | <u>Type A or B / Level 2 or 3 Teaching Certificate</u>   |
|                 | <u>Certification-Supervisor of Instruction or Educational Leader or Letter of Eligibility for Educational Leader Certification</u> |
|                 | <u>Master’s degree</u>   |
|                 | <u>Five years of teaching experience</u>   |
|                 | <u>Additional criteria as the board may require</u>  |
|                 | <u>Minimum requirements as stated in SDE Bulletin 746 (as revised)</u>   |
|                 | <u>Qualifications should not be established for the individual, but rather for the position.</u>                                   |
| Reports To:     | <u>Curriculum Director/ Curriculum Supervisor</u>  |
| Supervises:     | <u>Teachers and school personnel</u>   |
| FLSA Status:    | <u>Exempt</u>  |
| Salary Range:   | <u>See Lafourche Parish School Board Salary Schedule</u>   |

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

**DOMAIN I: SCHOOL VISION**

**A. Sets ambitious data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision**

- Uses vision and analysis of multiple types of data to set goals; keeps the school-wide goals present for staff and various stakeholders by referencing them in all meetings and planning sessions.
- Actively engages stakeholders in the school’s vision for achievement; shares specific ways families and stakeholders can support student learning; consistently addresses staff or stakeholders who contradict the vision by displaying low or negative expectations.
- Aligns resources: time, human and, when appropriate, fiscal to create and uphold systems that support the school’s learning goals; develops systems to support schedules and calendars that maximize instructional time and ensures that staff have necessary materials, supplies, and equipment.

## **DOMAIN II: SCHOOL CULTURE**

### **A. Facilitates collaboration between teams of teachers**

- Facilitates effective and frequent collaboration between teams of teachers that improve implementation of the Common Core Standards; reviews student learning data to improve instruction and student achievement.
- Maintains conditions for collaboration by ensuring teachers have clear expectations for collaborative time and clear incentives to collaborate.

### **B. Provides opportunities for professional growth and develops a pipeline of teacher leaders**

- Improves teacher effectiveness by providing professional opportunities for growth and on-going supports.
- Uses data gathered through observations and student assessments to determine what supports will best meet the needs of each individual teacher to improve overall teacher effectiveness.
- Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high performing teachers and developing their leadership skills and creating opportunities for them to take on additional responsibilities.

### **C. Creates and upholds systems which result in a safe and orderly school environment**

- Ensures learning environment is conducive to learning; implements systems to ensure physical and social-emotional safety is maintained for students and adults.
- Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies clear positive and negative consequences.
- Develops systems to ensure that every adult understands their role in implementing both positive and negative consequences and those consequences are consistently implemented.
- Supervises facilities and equipment management and maintenance and ensures that the physical environment is safe.

## **DOMAIN III: INSTRUCTION**

### **A. Observes teachers and provides feedback on instruction regularly**

- Uses the Compass Teacher Rubric to complete or ensure a system is in place to complete formal and informal observations.
- Ensures observations occur multiple times a year with staff getting regular, consistent, and actionable feedback that is: grounded in the Teacher Compass Rubric data, focused on improving teacher effectiveness and student outcomes.

- Ensures that new and/or developing teachers receive additional formative observations.
- Completes a rigorous evaluation process based on a review of teacher practice using the Teacher Compass Rubric and multiple measures of student outcomes.

**B. Ensures teachers set clear, measurable objectives aligned to the Common Core**

- Sets annual student learning targets and ensures teachers set daily objectives that will support academic growth of students and that align with school level goals.
- Ensures all teachers are using a curriculum scope and sequence and assessments that are Common Core aligned.
- Supports effective implementation of Common Core Standards by regularly assessing instructional practices and student outcomes.
- Ensures teachers modify and differentiate instructional practices to support the learning of all students based on student learning data.

**C. Ensures teachers use assessments reflective of Common Core rigor**

- Supports the selection of assessments and curricular materials aligned to the Common Core and analyzes student performance on assessments to identify student learning gaps to determine interventions and areas for instructional improvement

**DOMAIN VI: PROFESSIONALISM**

**1. The principal grows and develops through professional development as assigned and voluntarily to improve leadership, teaching, and learning.**

- Attends and constructively participates in meetings and professional development activities.
- Uses active listening skills.
- Accepts and recognizes the value of the contribution of others.

**2. The principal shows professionalism in attitude and conduct**

- Develops leadership and responsibility in colleagues and students.
- Demonstrates skills to receive and give constructive feedback.
- Identifies problems and issues and works collaboratively to contribute ideas and find solutions.

- Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
- Uses verbal and non-verbal communication in a respectful manner.
- Writes and speaks clearly and concisely for understanding.
- Develops and maintains a safe and caring environment for faculty, staff, and students.
- Represents the schools and district in a positive manner.
- Adheres to Lafourche Parish School Board employee dress code.
- Treats all stakeholders in a respectful and helpful manner.
- Cooperates with district administration in the performance of additional duties.
- Cooperates with building and district staff in planning and evaluation.
- Completes tasks, reports, and documents accurately according to specified timelines and expectations.
- Minimizes bias in self and others and accepts responsibility for his/her own actions.
- Adheres to Board policies and procedures and administrative rules, guidelines, and regulations.
- Adheres to district guidelines relative to attendance. Regularly reports to work on time and works additional hours when deemed necessary.
- Adheres to ethical, legal and professional standards.
- Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
- Follows directives as assigned by supervisor.
- Refrains from revealing confidential information.
- Uses proper administrative procedures for making requests and resolving conflicts.

***\*\*Domain VI denotes non-instructional indicators. Deficiencies in these areas shall not be subject to a plan of intensive assistance.***

### **METHOD OF EVALUATION**

The combination of the applicable measure of growth in student learning and the qualitative assessment of performance competencies and standards shall result in a composite score used to distinguish levels of overall effectiveness.

### **OTHER DUTIES AND RESPONSIBILITIES**

*Other duties may be assigned*

**PHYSICAL DEMANDS:** *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is frequently required to stand, walk, speak, hear and sometimes sit. Occasionally the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs such as boxes of books and AV/VCR carts.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus.

**WORK ENVIRONMENT:** *The work environment described here is representative of which an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job the employee is frequently exposed to a noise level in the work environment which is moderate to loud.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*