

POSITION TITLE: Principal - Adult Education

DEFINITION: Assumes responsibility for the administration of the day and evening adult education schools, as well as other day and evening adult education classes throughout the community.

DIRECTLY RESPONSIBLE TO: Director, Schools and Programs

SUPERVISION OVER: Vice Principals, certificated and classified personnel of adult education schools and programs

DUTIES AND RESPONSIBILITIES: (Responsibilities will include, but not be limited to)

1. Community Services: The relationship of the school to the community is a critical factor in the development of meaningful adult education programs. The adult education principal has the prime responsibility for establishing that relationship. Specific functions include: liaison with alternative education providers; liaison between adult education and community services department; organization of meetings with community agencies in joint program development (Alta Regional-SAR-Easter Seal), probation and juvenile services, etc.; provision for community groups to utilize school facilities; organization of meetings with various community groups to recruit and publicize programs; awareness of community resources for new programs and potential clientele.
2. Communications: An effective communications system is essential to the success of the adult education program and student progress. The adult education principal is responsible for developing and maintaining an effective communications system. Specific functions include: conferences with staff regarding programs, inservice, and information/problem solving; conferences with alternative education school staff members and counselors to assess needs of students and plan programs; liaison with other districts with similar programs; organization, planning, preparation and coordination of publicity for recruitment including tabloid publicity or occupant mailing; provision of news items regarding ongoing and new programs via newspaper, radio, TV; liaison with print, radio, TV media; publication of exceptional adult education programs through feature articles/news releases; preparation of press releases; input to materials submitted to the superintendent's cabinet and/or board of education; communication with teachers on formal and informal basis.
3. Human Resources Management: *The* adult education principal has the overall responsibility for developing human resources to best meet the needs of the program. Specific functions include: selection and supervision of site program personnel and classified staff; organization and implementation of inservice meetings for new and returning staff; development of professional staff development activities; maintenance of substitute teacher file and classroom coverage; liaison to collective bargaining/grievance matters regarding adult education matters; visitation and evaluation; supervision of personnel on off-campus sites.
4. Fiscal Management: Sound fiscal management is essential for program success. The adult education principal is responsible for ensuring fiscal accountability. Specific functions include: development of alternative funding proposals; development and maintenance of budget; supervision of student attendance for accuracy; supervision and approval of expenditures; preparation of work/repair orders; development of bid specifications; maintenance of textbook requisitions and inventories; processing certificated adult education payrolls; assurance of accurate and timely employee time cards; development of fee schedules and supervision of collection and deposit of adult education fees; management of revolving petty cash fund.

5. Plant/Site Organization and Management: The adult education principal has a shared responsibility for the plant maintenance and safety. Specific functions include: distribution of text books and teaching supplies to all locations; equipment maintenance and replacement; liaison with school staff on safety procedure for all sites; coordination of repair/work orders; supervision of day and evening custodial functions; monitoring of leased facilities for physical condition.
6. Program Development: The adult education principal is responsible for the development and maintenance of a strong curriculum meeting all student needs, articulating and coordinating with the day school programs, special services programs and community needs. Specific functions include: development of course offerings with input from certificated staff; liaison between the district and the California State Department of Education; review of course outlines; evaluation and update of curriculum; development of student and teacher handbooks; assessment of community needs for new program/courses; development of the philosophy and program goals and objectives; program orientation to outside agencies and community; preparation of annual contracts and Memorandums of Understanding for all contracts and services; development of master schedule; review of curriculum trends in adult education; establishment of assessment program for accountability requirements, placement in appropriate classes, continuity of program; preparation of requests for state department course approval; preparation of federal reports; preparation and follow up for WASC procedures for all adult education programs; review of high school graduation requirements; participation in monitor and review by state department of education; articulation of program with district schools for severely disabled.
7. Pupil Services: Adult education principal is responsible for the assessment and achievement of student progress. Specific functions include: conferences with parent/guardian/student before acceptance; evaluation of student progress toward individual goals and overall program goals; assessment of student course/program for effectiveness; initiation of support services for handicapped students; identification of handicapped student health needs, providing school nurse visitations to board and care homes; counseling of high school completion students; classroom visitations to reinforce information to students; resource person for students who require referrals to other agencies; disciplining of adult students re infraction of school/program rules.
8. Interpretation and Application of Appropriate Laws: In order to assure compliance with appropriate laws, the adult education principal must be knowledgeable, keep current, interpret accurately, and apply local, state, and federal legislation as it relates to his/her program environment. Specific functions include: liaison with district personnel re decisions/policies affecting instructional adult education staff; liaison with the human resources division, county counsel, employer/employee relations office with respect to laws relating to adult education staff; interpretation of laws, regulations and Board policies to adult education staff; development of legislative proposals to meet the unique educational needs of adults.
9. Professional Growth: In order to be sensitive to the total educational environment, the adult education principal must keep abreast of new legislation, trends, district policies, procedures and practices that affect his/her programs. Specific functions include: attendance at professional conferences and inservice programs; attendance at California Department of Education meetings as required; conferences with administrators from other school districts; attendance of relevant board of education meetings.

QUALIFICATIONS:

Training, Education, and Experience: Must possess a valid and appropriate administrative credential. Previous administrative experience desirable. Experience in Adult Education and/or Vocational Education will receive preferential consideration.

Knowledge and Skill: Knowledge of concepts of collective bargaining and the adult education principal's role in the process; knowledge of adult education financing and budget development; knowledge of appropriate adult education curriculum, willing to keep updated on new innovative programs and needs of the business/industry community; knowledge of staffing standards and organizational patterns; knowledge of appropriate local/state/federal laws, as well as juvenile laws.

Ability to identify with the adult community; demonstrates creativity and innovation in program planning; demonstrates understanding and empathy of the non-achiever; appreciates and understands the vocational needs of adult education to produce employable job candidates; demonstrates understanding and empathy for the handicapped adult student; demonstrates understanding of group psychology, skill in group leadership and conducting large/small meetings; demonstrates understanding of basic psychology regarding mass communication; demonstrates understanding of goal setting techniques including needs assessment and evaluation of progress; skill to effectively screen applicants, conduct job related interviews, selected qualified candidates, train, inservice, assign duties and evaluate personnel; verbal communications skills sufficient to communicate effectively with a wide variety of people of various educational and socio-cultural backgrounds; public speaking skills including planning, conciseness, clarity; writing skills to effectively convey ideas, reports, letters, memoranda and survey questionnaires; skill in reading and accurately interpreting complex technical and legal documents, such as contracts, legislative bills, education code, governmental codes and regulations; high level of skill in organizing work and following through to meet established deadlines; high degree of skill in defining problems, collection of information, establishing facts, identifying and evaluating alternative solutions, and drawing valid conclusions to solve a wide range of problems; willing to adapt to change as required and appropriate.

Physical Characteristics: (Consideration will be given to reasonable accommodation) \*Sufficient vision to read volumes of printed material; \*sufficient hearing to conduct in-person and telephone conversations; \*sufficient physical mobility to move about the campus/district and drive a car; \*ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups; physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions.

\*With or without the use of aids.

Other characteristics: Possession of a valid California driver's license; willing to work irregular hours/days including evenings, weekends and holidays, and on-call for emergencies; willing to travel locally; willing to work at any employer location or be reassigned.

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