

**2210A PRINCIPAL JOB DESCRIPTION
PLATTSMOUTH COMMUNITY SCHOOLS**

REQUIREMENTS

- A. Education Level: M.A. or higher preferred. Must qualify for Nebraska Administrative and Supervisory Certificate.
- B. Certification: Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with a Principal endorsement and such other endorsements as required by ND Rule 10
- C. Experience Desired: Prior Experience as an Administrator preferred.
- D. Other Requirements: Must have ability to work effectively with professional staff to provide leadership in a creative learning climate.

REPORTS TO: Superintendent

OVERTIME: Exempt
Administrative Exemption: The Principal has the primary duty of performing administrative functions directly related to academic instruction or training.
Executive Exemption: The primary duty of the Principal is the management of the school building. The Principal customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees, or the Principal's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.

PERFORMANCE RESPONSIBILITIES:

1. **Vision** – A Principal is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
 - A. Sets priorities in the context of improving student achievement.
 - B. Articulates and promotes high expectations for teaching and student learning.
 - C. Aligns the educational programs, plans and actions to the district's vision and goals for student learning.

- D. Creates symbols, ceremonies, and activities that support the vision and mission of the district.
- E. Develops communication strategies to inform stakeholders of progress towards the vision and mission of the district.

2. **School Culture for Learning** – A Principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.

- A. Provides leadership for assessing, developing and improving school environment and culture.
- B. Recruits, interviews and recommends teachers and staff to support quality instruction.
- C. Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching and learning experiences for all students.
- D. Make regular classroom observations in all classrooms, both informal (drop-in visits of varying length with no written or verbal feedback to teacher) and formal (visits where observation data are recorded and communicated to teacher).
- E. Engages in post-observation conferences that focus on improvement of instruction.
- F. Engages in direct teaching in the classrooms.
- G. Principal holds high expectations for personal instructional leadership behavior, regularly solicits feedback (both formal and informal) from staff members regarding instructional leadership abilities, and uses such feedback to set yearly performance goals.
- H. Schedules, plans, or facilitates regular meetings of all types (planning, problem solving, decision-making, in-services and training) with teachers to address instructional issues.
- I. Provides opportunities for, and training in, collaboration, shared decision-making, coaching, mentoring, curriculum development, and presentation.
- J. Provides motivation and resources for faculty members to engage in professional growth activities.
- K. Demonstrates awareness of professional issues and developments in education.
- L. Develops and revises as needed his/her own professional development plan for continued improved performance.

3. **School Learning Environment and Relationships** – A Principal is an educational leader who promotes the success of all students by ensuring a safe, efficient, and effective learning environment through management of the organization, operations, and resources of the school.

- A. Operational procedures are designed and managed to maximize opportunities for successful learning.
- B. Effectively manages board policies and procedures.

- C. Demonstrates effective relationships with students, including:
 - Uses effective communication skills with students through positive interaction, fair and equitable treatment of students, being approachable for students, and showing care, patience and understanding toward students.
 - Serves as an advocate for students and communicates with them regarding their school life.
 - Exhibits concern and openness in the consideration of student problems and participates in the resolution of such problems where appropriate.
 - D. Uses effective communication skills with a variety of stakeholders in the operation of the school.
 - E. Encourages open communication among staff members and maintains respect for differences of opinion.
 - F. Demonstrates concern and openness in the consideration of teacher and parental problems and participates in the resolution of such problems where appropriate.
 - G. Systemically collects and responds to staff, parent, and student concerns.
 - H. Acknowledges appropriately the meaningful accomplishments of others.
 - I. Addresses problems in a timely manner.
 - J. Manages fiscal resources of the schools responsibly, efficiently, and effectively.
 - K. Works to assure the school plant, equipment, and support systems operate safely, efficiently and effectively within the system following school district procedures to address the problems.
4. **Academic Standards and Assessment** – A Principal is an educational leader who establishes, implements and encourages achievement of academic standards.
- A. Demonstrates knowledge of academic standards.
 - B. Ensures staff is informed of and incorporates academic standards in classroom.
 - C. Incorporates the designated state and operational procedures that are designed and managed to maximize opportunities for successful learning.
 - D. Facilitates instructional program development based on trustworthy research and proven instructional practices.
 - E. Uses appropriate formative assessment procedures and informal data collection methods for evaluating the effectiveness of instructional programs in achieving state, district, and local standards.
 - F. Establishes high expectations for student achievement that are directly communicated to students, teachers, and parents.
 - G. Establishes clear standards, communicates expectations for the use of time allocated to instruction, and monitors the effective use of classroom time.
 - H. Provides for systematic, two-way communication with staff regarding the achievement standards and the improvement goals of the school. Develops and uses communication channels with parents to set forth school objectives.

- I. Assists teachers yearly in setting and reaching personal and professional goals related to the improvement of instruction, student achievement, and professional development.
5. **Working with Parents and Community** – A Principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- A. Participates actively in the community.
 - B. Engages the community to create shared responsibility for student and school success.
 - C. Promotes and supports parent/student/community involvement in the school.
 - D. Shares leadership and decision-making
 - E. Encourages open communication among staff members and maintains respect for differences of opinion.
 - F. Is knowledgeable about and connects students and families to the health, human and social services they need to stay focused on learning.
6. **Administrative Team Member** – A Principal is an educational leader who promotes the success of all students by facilitating the development, implementation, and success of school district curriculum and programs.
- A. Participates in the research and development of district curriculum and programs.
 - B. Supports district curriculum and program decisions with students, staff and the community.
 - C. Aligns the educational programs, plans and actions to the district’s adopted curriculum and program.
 - D. Provides professional development for the implementation of district curriculum and programs.
 - E. Monitors the implementation of the adopted curriculum and programs.
7. **Ethics/Integrity** – A Principal is an educational leader who is a role model and exemplar and promotes the success of the school by acting with integrity, fairness, and in an ethical manner.
- A. Demonstrates ethical, trustworthy, and professional behavior.
 - B. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
 - C. Treats people fairly, equitably, and with dignity and respect.
 - D. Applies policies and procedures in a fair and equitable manner.
 - E. Demonstrates appreciation for the sensitivity to the diversity in the school community.
8. **Greater Political and Social Context** – A Principal is an educational leader who promotes positive public relations in the context of the school community.
- A. Serves as an effective spokesperson for the welfare of all members of the learning community.

- B. Promotes respect for diversity in the school and community environment.
- C. Engages in dialogue with other decision-makers to improve teaching and learning.
- D. Communicates clearly to the community about building/district issues and performance.
- E. Provides leadership through assisting in the development of mutual expectations, procedures for working together, and formulating district policies.
- F. Understands and supports the building/district school improvement plan and accurately interprets and reports progress on goals.

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Reviewed: Mar. 12, 2007, Dec. 8, 2008, Dec. 14, 2009, Dec. 13, 2010,
Nov. 14, 2011, Dec. 10, 2012, Dec. 9, 2013, Dec. 8, 2014, Dec. 14, 2015,
Dec. 12, 2016, Dec. 11, 2017, Dec. 10, 2018, Feb. 10, 2020, Feb. 8, 2021,
Jan. 10, 2022, Jan. 9, 2023, Feb. 12, 2024