

## **ADULT EDUCATION PRINCIPAL**

### **DEFINITION:**

Under the supervision of the Assistant Superintendent-Secondary Instruction, serves as the instructional leader and chief executive of the adult school; responsible for the administration of school, staff, site budgets, and District-initiated programs involving curriculum, instruction, operations, communications, and campus environment. Actively participates in the formulation and implementation of District policies; and provides direction in establishing liaison with the community, the adult education consortium and local and state agencies related to adult employment.

### **QUALIFICATIONS:**

Education: An advanced degree from an approved institution is preferred.

Experience: A minimum of three (3) years as certificated staff, three (3) years as an administrator; Adult Education experience is preferred

Certifications: Possession of a valid administrative credential, with authorization to serve as a school principal issued by the State of California.

Knowledge of:

- Common Core State Standard best instructional practices across subject areas
- Education Code, district policies, and school procedures as they apply to students and programs
- Research based and successful secondary program implementation, inclusive of AP, IB, CTE, EAP, online coursework, at-risk student interventions, college articulation, transitional IEPs
- Leadership and communication styles to address and meet the needs of various school and community stakeholders

### **DISTINGUISHING CHARACTERISTICS:**

The ability to:

- Foster an environment that encourages staff to be innovative with instructional strategies and collaborative with other staff.
- Facilitate professional staff development on campus, inclusive of weekly “collaboration day” activities.
- Provide due process for students on a case by case basis.
- Develop appropriate programs to meet the unique needs and talents of students.
- Create a safe and appropriate learning environment for students and staff.
- Delegate responsibility for various campus operations to personnel for the purpose of managing the school effectively.

### **TYPICAL DUTIES AND RESPONSIBILITIES:**

- Coordinate and oversee the development of the school master schedule.
- Implement District and Board approved curriculum, instruction, and assessments.
- Hire, supervise, mentor, and evaluate personnel in accordance with the District’s adopted guidelines and procedures.
- Communicate orally and electronically with students, staff, parents, industry partners, and community members for purposes of conveying information, receiving feedback, and participating in thoughtful discussions.
- Manage school administrative functions (e.g. facilities, equipment, fiscal, technical, site budgets and student fees,) to maintain safe and efficient school operations, following policies and procedures.
- Develop and monitor committees (e.g. instruction, safety, adult ed advisory, leadership) to coordinate activities, promote communication, and achieve school outcomes.

- **ADULT EDUCATION PRINCIPAL (continued)**

- Participate in meetings, workshops, conferences, and seminars to gather and disseminate valuable information to improve school programmatic success.
- Analyze and evaluate student data; make appropriate instructional decisions to improve student achievement.
- Coordinate and collect data for Comprehensive Adult School Assessment System (CASAS), the Adult Education Block Grant (AEBG).
- Prepare marketing and advertising materials and catalogs.
- Develop data narrative reports for AEBG activity for submission to the consortium
- Develop best practices and programs for transitioning adults from basic education through career readiness and the workplace.
- Maintain and monitor AEBG budget to insure state mandated outcome.
- Keep current with AEBG, GED, CTE, EL and high school curriculum requirements.
- Perform other duties as assigned.

**PHYSICAL REQUIREMENTS:**

Physical Abilities: Include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant Physical Abilities: Include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those 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.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff, students, and the public.