



Seattle Public Schools 26-27 School Leader Pool - Principal

SALARY	\$188,260.80 - \$220,064.00 Annually	LOCATION	John Stanford Center for Educational Excellence, WA
JOB TYPE	Full-Time	JOB NUMBER	26642
DEPARTMENT	Principal/Assistant Principal Pool	OPENING DATE	12/01/2025
CLOSING DATE	4/30/2026 5:00 PM Pacific	SUBJECT AREA	N/A - THIS IS NOT A TEACHING POSITION
FTE	1.0		

Overview of Position

PLEASE READ BEFORE SUBMITTING YOUR APPLICATION

Prospective candidates seeking priority consideration for school-specific openings, once positions are posted, are encouraged to submit their applications promptly.

Please note that prior paid experience as a principal or assistant principal is required. Additionally, applicants who were previously accepted into the School Leader Principal Pool must re-apply to be considered for the 2026–27 cycle.

Thank you for your interest in becoming a gap-eliminating school leader with Seattle Public Schools (SPS). We are committed to attracting and retaining top-quality staff to best meet the needs of our students and community.

Seattle Public Schools is committed to eliminating the opportunity gap. We value, support, and have the highest expectations of our school leaders. School leadership is second only to teaching and its impact on student learning. Because we believe students, teachers, and parents are worthy of highly skilled and effective school leaders, Seattle Public Schools' recruits and invests in school leadership with the expectation that leaders improve and support the performance of adults in service of student learning.

At SPS, our leadership theory of action is if we proactively select, develop, and support highly effective and skilled future and current principals and assistant principals, then the quality of principals and assistant principals will increase, positively impacting the quality of teaching, and create equitable outcomes for each and every student in every classroom and thereby eliminating the opportunity gap.

The competencies, skills, and beliefs of prospective leadership applicants will be measured against the following SPS Leadership Attributes we expect of gap eliminating leaders:

- Champions and Acts on a Vision of Equity
- Prioritizes Collaboration based data
- Cultivates Instructional Expertise
- Aligns Resources for Equity
- Builds strong, strategic partnerships

We expect our leaders to be guided, demonstrate, and be committed to the following professional standards: Equity, Adult Learning, Respect, Relationships, Excellence, and Reflection and Action.

IMPORTANT INFORMATION

Seattle Public Schools conducts a thorough review of all applications. As part of this process, SPS will request personnel files and verify previous employment based on the authorization you provide in your application. This includes performance evaluations, disciplinary actions (if any), and other information necessary to assess your qualifications. Your authorization allows SPS to obtain this information regardless of whether you selected “yes” or “no” to the question, “*May we contact this employer?*”

Please ensure all information in your application is complete and accurate. Inaccurate information or omissions will prevent your application from moving forward.

School Leader Principal Pool Process:

1. Online Application: Applicants submit application, answer key questions.
2. Resume: Your resume should include information about your work and leadership experiences, accomplishments, and results.
3. Cover Letter: Your cover letter should address the following:
 - Please explain why you are an excellent candidate to lead a Seattle Public School, including any experience or special skills that you will bring as a new leader to enable the school to meet and surpass its goals. Please include relevant information on your experience, skills, and vision for student achievement and how this qualifies you to be an excellent school leader.
 - Please describe one instructional initiative that you undertook that was intended to improve student achievement and eliminated the opportunity gap. Select an initiative where you were responsible for the results and had a significant leadership role. The endeavor could range in scope from a school-wide program to an initiative that you implemented in your classroom as a teacher leader.
 - What has been your record of student academic achievement? (Please give measurable outcomes)
 - What experience have you had influencing adults to achieve significant results for students? (Including but not limited to coaching, mentoring, providing feedback, etc.)
 - What is your experience working with diverse student populations? (Including but not limited to race, ethnicity, socioeconomic)
4. References: Three (3) references from your current/most recent supervisors:
 - Please provide first and last name and accurate email address of your **current/ most recent supervisors**. SPS will then contact the reference to complete the information requested.
 - **If you are a current or former SPS employee one of your references must be your last or current SPS supervisor.**
 - It is your responsibility to notify your references to complete and return the reference information to SPS as soon as possible.
 - **Eligible applicants will not be accepted into the pool until all three (3) references have been received by SPS.**
 - SPS will not be able to confirm for you whether your references have been completed and received. If you have concerns about the status of your references, please contact your reference directly to confirm if they have completed and returned the information to SPS. If references are not received within 30 days, your application will be considered incomplete, and will not be processed and you will have to reapply if still interested.
5. Application Material: Applicants are responsible for ensuring that all required application materials are submitted through the application system by the posted deadlines. Due to the volume of applications received, our team is not able to individually confirm the completeness of application materials. We encourage you to log into your application profile to review your submission and confirm that all required materials have been uploaded. Please note that once an application has been submitted, it cannot be modified. If you discover that required information or materials were not included, or if you would like to update information that has already been submitted, you will need to submit a new

application prior to the posting closing date in order for it to be considered.

6. Pool Interview: Interviews will be conducted with applicants who are determined to be the most qualified based on a thorough review of their submitted application materials, references, and eligibility criteria. These interviews are designed to assess whether applicants demonstrate the qualities and skills that Seattle Public Schools values in our School Leaders.

Candidates who successfully advance through this stage may also be invited to participate in additional selection activities to determine their eligibility for inclusion in our School Leader Principal Pool

7. Notification: Thank you for your interest in this opportunity. Application reviews will begin in January/February and the screening and selection process may take up to 8 weeks or longer. We will notify you as soon as a decision has been made.

Due to the high volume of applications, we kindly ask for your patience during this time. We appreciate your understanding and request that you refrain from contacting us with individual inquiries, as we are unable to provide updates on specific applications

Notice for Out-of-State Applicants - All Administrators hired must have a Washington State Administrator Certification before the July 1, 2026, start date. For information about the certification processes for Washington State please contact the Office of Superintendent of Public Instruction (OSPI) <https://www.k12.wa.us/certification/administrator-certificate/out-state-applicants-administrators>

PLEASE NOTE: The 26-27 School Leader Principal pool will close at 5 p.m. PST on April 30, 2026.

Provides leadership and builds a structure of relationships in the school and community so that all students have an equal opportunity to learn and be productive members of the community.

STATEMENT OF ACCOUNTABILITY: Student achievement in a performance-based school is a shared responsibility involving the student, family, educators, and the community. The Principal's leadership is essential. As leader, the Principal is accountable for the continuous growth of students and increased building performance as measured over time by state standards and locally determined indicators.

Essential Functions

10%

- Leads the development, implementation, and evaluation of efforts related to student academic achievement, including reducing the disproportional gap; ensures that the school meets or makes satisfactory progress towards District standards on the School Effectiveness Profile, the goals in the Comprehensive School Improvement Plan (CSIP).

10%

- Provides instructional leadership for school staff; articulates clearly the mission and vision of the school as well as clear expectations of students and staff; leads instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals; identifies, implements, and monitors school-wide strategies that challenge high achievers and accelerates learning for low achievers; uses strategies that appreciate and recognize diversity; observes teaching and gives feedback based on Best Practices instructional strategies; accesses resources and people to assist instructional staff; provides for the professional development needs of teachers and staff, as identified in the CSIP; is knowledgeable about and complies with all relevant State and Federal laws and regulations and Board policies and Collective Bargaining Agreements. (10% of the time)

10%

- Leads the development, implementation and evaluation of data-driven CSIP's in collaboration with the Building Leadership Team and staff; ensures budget and staffing are aligned with CSIP and that the CSIP incorporates Standards Based Learning System (SBLS) and technology; establishes and executes a monitoring plan for instruction of SBLS and the infusion of technology into the instructional program; establishes and executes a monitoring plan for student intervention plans and accelerated learning plans (plans that meet individual student needs); uses data to drive all decisions.

20%

- Supervises and evaluates school staff; models District standards of ethics and professionalism; follows District policies and the collective bargaining agreements in evaluation of teachers/staff; visits classrooms and uses observation data to give feedback to teachers and to document performance; monitors, assists, and evaluates staff implementation of school improvement plans and effective instructional and assessment practices; evaluates staff appropriately based on expectations; takes appropriate steps when employees do not meet performance expectations or engage in misconduct; encourages staff to engage in learning; increases understanding and use of best professional practices. (20% of the time)

5%

- Maintains a safe and orderly environment; prepares emergency procedures and communicates them to students, teachers and staff; collaboratively develops and implements a school discipline plan that contains clear expectations, a system of positive reinforcement, and sequential, consistent, progressive consequences and addresses disproportionality in discipline; reviews it annually and keeps a record of student discipline; takes quick and appropriate action when student or staff safety is at stake; maintains and monitors safety and order by being accessible and visible in hallways, on playgrounds, during arrival/dismissal of students, etc.; maintains a clean and orderly school site; consistently follows-through with reasonable judgment.

5%

- Influences a school culture conducive to continuous improvement for students and staff; fosters, recognizes, and supports ethnic, cultural, gender, economic and human diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all; establishes positive relationships with teachers, staff, parents and students with an attitude of appreciation, respect, and the highest level of professionalism; collaborates with Building Leadership Team, all staff, parents, and community when decisions affect them but is appropriately decisive, when appropriate; develops and recognizes teacher/staff leaders; acknowledges employees who exceed performance expectations; provides for school, students, staff celebrations so high performance, customs and traditions can be honored; promotes, maintains and fosters a harassment free environment.

15%

- Administers and manages human resources; communicates effectively verbally and in writing; increases understanding and use of current professional skills in technology, systems thinking and other areas; complies with contracts established by the school and District; recommends staffing in accordance with District standards and within the focus of the school; develops systems, personally and within the school, that cause the school to operate efficiently; equitably distributes responsibilities to staff matching strengths with duties, when possible; solves problems effectively and mediates conflict when it occurs; seeks assistance from the central administration in a collaborative manner; makes day-to-day decisions needed to run the school.

10%

- Administers and manages fiscal resources effectively; collaboratively facilitates the preparation, implementation, and monitoring of the school's annual budget in alignment with the CSIP and staffing plan; seeks additional resources for school and manages resources effectively; allocates and expends funding to provide for the unique

needs of children who are categorized as special education, bilingual, Title I, etc.; seeks staff input on the development of the CSIP, the Professional Development Plan and the school's budget.

10%

- Develops and maintains effective community relationships; seeks community support to form new partnerships as aligned with the school mission, vision, and CSIP; fosters relationships with other organizations and partners; involves staff in partnership activities; promotes the school to attract enrollment; maintains positive media relationships; is responsive to parent concerns.

5%

- Participates in activities to enhance personal and professional development, including District leadership development opportunities; expands use of technology; demonstrates and utilizes a variety of group process and facilitation skills; prepares and implements an annual individual professional development plan after self-reflection and input from supervisor; implements a self-care plan; increases understanding and use of best professional practices.

OTHER FUNCTIONS:

- Attends meetings, activities and events; serves on a variety of committees; make presentations; serves as a mentor or trainer for other administrative staff.
- Performs related duties consistent with the scope and intent of the position.

REPORTING RELATIONSHIPS:

Reports to the Executive Director K-12 Schools

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge:

- Knowledge and ability to gather, analyze and use data to create, evaluate, and manage a school budget plan
- Involve staff and community in developing the budget plan
- Of laws related to special areas (ASB, special programs, grants)
- In recruiting and securing the best applicants for the job
- Use effective staff development and improvement strategies
- Of effective practices, rules and regulations, related to staff supervision, coaching, and evaluation
- To take someone through probation and non-renewal
- Effectively conduct and confront difficult issues and discussions
- Focus school financial and human resources on teaching and learning

Skills:

- Articulate a shared belief vision for continuous improvement and life-long learning
- Develop an atmosphere of personal responsibility, trust, and collaboration among students and staff
- Promote and ensure respect and equity in the treatment of staff and students
- Understand the needs and strengths of the individuals in the school;
- Apply effective group processing skills
- Promote and model life-long learning and continuous growth
- Recognize and celebrate efforts and achievements
- Articulate a vision with students, staff and parents
- Act proactively in advancing the SIP's impact on learning

- Guide staff through the change process while maintaining focus on student learning goals
- Assist staff in self evaluation leading to effective practice
- Engage all instructional staff in decision-making, implementing, and evaluating the SIP
- Use data to make informed decision-making about instruction and assessment
- Use a variety of monitoring structures, e.g., informal observation, assessment analysis, formal lesson observation, etc., to improve instruction and assessment
- To clearly communicate effective instructional and assessment practice for staff
- Develop collaboration and peer monitoring among staff
- Use effective communication skills and strategies to: market the school to enlist community support, resolve conflicts among individuals and groups, build common focus and collaboration to enhance student learning
- Partner and collaborate with administrative colleagues
- Build collegial and collaboration relationships with and among school staff members
- Share leadership based upon situation and need
- Identify and involve business and community leaders and key communicators
- Use a variety of vehicles and tools to communicate about student learning with constituents, both within and outside of the school
- Gather and use relevant data regarding community resources to student learning and their attitudes about the school
- Work with local media to get the word out regarding student learning
- Celebrate success across the school and community
- Break down barriers between school and community; of diversity issues
- Use recognition of strengths and potential areas of conflict to guide actions

Abilities:

- Shape school climate and implement systems that promote safety & order
- To use a variety of instructional, management, discipline, assessment, and placement options to establish an environment conducive to quality instruction
- Of legal and district policy requirements regarding discipline and safety
- To review, analyze, and revise school safety and discipline plans based on school data
- Develop open communication systems that allow for proactive identification and intervention of potential incidents
- To establish and implement crisis plans and to follow up appropriately
- Respond effectively in a timely manner when incidents occur
- Communicate so that students, parents, and community members are confident the school is safe
- Of special education discipline/504 regulations and laws
- Identify and use community resources
- Implement the components and purpose of the Continuous School Improvement Plan (CSIP)
- Analyze data to assess the effectiveness of CSIPs
- Communicate clearly and interpret data results with constituent groups (staff, parents, board, community)
- Collaborate, consensus build, and problem-solve with individuals and groups
- Create, facilitate and mobilize a group to implement the CSIP
- Implement current education reform elements, e.g., Common Core, EALRs, MSP, state learning goals, classroom-based assessments, etc.
- Use assessment to diagnose learner needs and to design appropriate learning intervention to improve success on state and local measures
- Focus staff on priorities of teaching and learning
- Guide staff in curriculum alignment process
- Assist staff in adjusting to and accepting changes, especially the changes in teaching, learning and assessment
- Guide staff in alignment processes within and across curriculum areas and grade levels
- Of best practices of instruction and assessment
- Engage instructional staff in frequent conversations/reflection about classroom practice
- Supervise and evaluate school staff
- Model District standards of ethics and professionalism
- Follow District policies and the collective bargaining agreements in evaluation of teachers/staff
- Visit classrooms and use observation data to give feedback to teachers and to document performance

- Monitor, assist, and evaluate staff implementation of school improvement plans and effective instructional and assessment practices
- Evaluate staff appropriately based on expectations
- Take appropriate steps when employees do not meet performance expectations or engage in misconduct
- Encourage staff to engage in learning
- Increase understanding and use of best professional practices

CONDITIONS & DISCLAIMERS:

The above statements are intended to describe the general nature and level of work being performed by those assigned to this position and are not to be construed as an exhaustive list of all responsibilities, duties and skills. Employees may be required to perform duties outside of their normal responsibilities from time to time as needed. District employees are not authorized to make promises of employment for a particular period of time, or promises of a particular level of compensation or benefits to job applicants for certified or classified positions, and that any such agreement must be in writing and signed by the Superintendent. Any verbal or written statements to that effect by District employees other than the Superintendent are null and void. Additionally nothing in this job description restricts management's right to assign or reassign duties and responsibilities.

Typical Qualifications

EDUCATION:

Master's degree in education or related field

YEARS OF EXPERIENCE:

Three (3) years of successful certificated school experience or as required to obtain a Washington State principal certificate at the appropriate school level.

CERTIFICATIONS & LICENSES:

Valid Washington State Principal's Certificate with appropriate level of school emphasis.

Valid Washington State Driver's License or evidence of equivalent mobility.

CLEARANCES:

Criminal Justice Fingerprint or Background Check.

Supplemental Information

Please provide the following information:

- **Resume:** Please provide information about your work and leadership experiences, accomplishments, and results.
- **Cover Letter:** Your cover letter should address the following:
 - Please explain why you are an excellent candidate to lead a Seattle Public School, including any experience or special skills that you will bring as a new leader to enable the school to meet and surpass its goals.

Please include relevant information on your experience, skills, and vision for student achievement and how this qualifies you to be an excellent school leader.

- Please describe one instructional initiative that you undertook that was intended to improve student achievement and eliminate the opportunity gap. Select an initiative where you were responsible for the results and had a significant leadership role. The endeavor could range in scope from a school-wide program to an initiative that you implemented in your classroom as a teacher leader.
- What has been your record of student academic achievement? (Please give measurable outcomes)
- What experience have you had influencing adults to achieve significant results for students? (Including but not limited to coaching, mentoring, providing feedback, etc.)
- What is your experience working with diverse student populations? (Including but not limited to race, ethnicity, socioeconomic)

Employer

Seattle Public Schools

Address

2445 3rd Ave South

Seattle, Washington, 98124-1165

Phone

206-252-0215

Website<http://www.seattleschools.org/careers>

26-27 School Leader Pool - Principal Supplemental Questionnaire

*QUESTION 1

To be eligible for this position you MUST have a valid Washington State Administrator certificate. Will you have a valid Washington State Administrator Certificate by July 1, 2026?

- Yes
- No

*QUESTION 2

I confirm that I have provided accurate email contact information for three (3) professional references, including my current or most recent supervisors. Among these references, I have ensured that one is my current supervisor. I understand that failing to provide this information will result in my application not being processed or considered. Additionally, I understand that SPS cannot confirm the receipt or completion of my references. If I have concerns about the status of my references, I will need to follow up directly with the reference person to confirm they have completed and submitted the required information to SPS. I acknowledge that if SPS does not receive my completed references within 30 days of submitting my application, my application will be considered incomplete and will not be processed.

- Yes
- No

*QUESTION 3

Do you have prior paid experience as a principal or assistant principal?

- Yes
- No

***QUESTION 4**

Do you have a Master's degree in education or related field and three (3) years of successful certificated school experience as required to obtain a Washington State Principal Certificate?

- Yes
 No

***QUESTION 5**

What type of administrator position(s) are you interested in?

- Elementary
 K-8
 Middle School
 High School
 Alternative
 All School Levels

***QUESTION 6**

How have you assisted staff to use data to guide, modify, and improve classroom teaching and student learning? What were the results of your leadership efforts?

***QUESTION 7**

What observable systems and routines have you created to provide meaningful feedback for improving instruction and assessment practices? How do you know that you were effective?

***QUESTION 8**

As a potential school leader in SPS who is committed to eliminating opportunity gaps, briefly describe an example of you leading in ways which are consistent with Seattle Public Schools' commitment to addressing the needs of African American boys and students of color who are furthest from educational justice and what it resulted in.

***QUESTION 9**

I have reviewed the Supplemental Information and the required questions that must be included in my cover-letter and have responded in detail?

***QUESTION 10**

Do you acknowledge that all information provided in your application is complete and accurate, and that any inaccuracies or omissions may impact your eligibility to move forward in the Principal Pool process?

- Yes
 No

* Required Question