

Job Description
Principal

- Qualifications1) Type 75 Certification
2) Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
- Reports To.....Superintendent
- Job GoalThe principal is charged with the responsibility to foster the educational program in his/her building.
- Organizational Relationships:....The following positions report to the principal:
- Teachers, including special education teachers
 - All other certified staff assigned to the building, including SOWIC psychologists, social workers, therapists, etc.
 - Teacher Associates, including special education TAs, enrollment TAs, LRC TAs, Project MERIT TAs
 - Custodians assigned to the building
 - Secretaries assigned to the building
 - Volunteers
- Terms of Employment260 days a year. Salary and work year to be established by the board.
- EvaluationPerformance of this job will be evaluated in accordance with provisions of 1) Public Act 94-1039 (ILCS 24A-15) and 2) the Board of Education’s policy on evaluation of professional personnel. In addition to the standards and functions listed below, the principal is responsible for:
- Supervising the instructional program by observing classrooms and activities.
 - Supervising teachers as they implement the curriculum.
 - Evaluating personnel in accordance with district guidelines.
 - Interviewing and selecting staff, ultimately making hiring recommendations.
 - Provide ongoing, consistent communication of the school’s vision as it relates to instructional practices, with scheduled and purposeful intermittent follow through. This purpose should be to determine whether the school is moving forward, the level of employee engagement in fulfilling the vision, and the resources needed to continue the school’s journey.
 - Actively engage and support district initiatives by aligning building goals and strategies with the district goals and strategies.
 - Set achievable goals for the school, teams, departments, and individual teachers.
 - Provide ongoing and continuous facilitation of the “how” by working collaboratively with the staff. The “how” in this case is in relationship to the implementation of key instructional systems, strategies, interventions, etc.
 - Formulate a building leadership team that focuses on improvement of instruction for all students (ELL, special education, low income, at-risk, and accelerated/gifted).

- Facilitate and sustain open dialogue with parents to maximize parent involvement in all aspects of the educational process (improvement of instruction and climate of the school as well as activities and sports).
- Develop an understanding of the learning targets for each content area, and demonstrate an understanding of effective instructional strategies that teachers must use to help students reach those targets.
- Lead regular meetings with grade levels/teams/departments to discuss ongoing instructional pacing and delivery of instruction.
- Facilitate the development of teacher capacity within grade level teams/curricular departments to function as effective groups with action plans to accomplish specific student achievement goals.
- Guide grade level teams/departments in the development of common formative and summative assessments related to learning targets, stressing the appropriate use of each, and working with teachers to analyze results to improve student achievement.
- Participate in regular formative observations of teachers, know and be able to identify best instructional practices, and provide coaching in the use of effective instructional strategies.
- Facilitate dialogue with staff on effective grading practices, with particular emphasis on how teachers can adapt grading practices to meet the overall district goal of having grades be a meaningful representation of what students know and are able to do based on established learning targets.
- Facilitate and participate in the design and implementation of a problem solving process that includes a specific and purposeful emphasis on data collection and academic intervention.
- Understand and speak to the appropriateness of using specific interventions.
- Facilitate a PDSA decision making process in which the group develops essential outcomes related to the school's scorecard strategies, learning targets, common formative and summative assessments, instructional pacing guides, and instructional strategies differentiated to reach learners at different readiness levels.
- All others duties as assigned by the Superintendent.

Standard	Functions
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	<ul style="list-style-type: none"> A. Collaboratively develop and implement a shared vision and mission B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning C. Create and implement plans to achieve goals D. Promote continuous and sustainable improvement E. Monitor and evaluate progress and revise plans
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	<ul style="list-style-type: none"> A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations B. Create a comprehensive, rigorous, and coherent curricular program C. Create a personalized and motivating learning environment for students D. Supervise instruction E. Develop assessment and accountability systems to monitor student progress F. Develop the instructional and leadership capacity of staff G. Maximize time spent on quality instruction H. Promote the use of the most effective and appropriate technologies to support teaching and learning I. Monitor and evaluate the impact of the instructional program
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	<ul style="list-style-type: none"> A. Monitor and evaluate the management and operational systems B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources C. Promote and protect the welfare and safety of students and staff D. Develop the capacity for distributed leadership E. Ensure teacher and organizational time is focused to support quality instruction and student learning
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	<ul style="list-style-type: none"> A. Collect and analyze data and information pertinent to the educational environment B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources C. Build and sustain positive relationships with families and caregivers D. Build and sustain productive relationships with community partners
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	<ul style="list-style-type: none"> A. Ensure a system of accountability for every student's academic and social success B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior C. Safeguard the values of democracy, equity, and diversity D. Consider and evaluate the potential moral and legal consequences of decision-making E. Promote social justice and ensure that individual student needs inform all aspects of schooling
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	<ul style="list-style-type: none"> A. Advocate for children, families, and caregivers B. Act to influence local, district, state, and national decisions affecting student learning C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies