

LAFOURCHE PARISH SCHOOL BOARD

J 8.0

Revised 6-12-80; 6-10-93; 6-6-95; 5-5-99; 4-12-2000; 6-6-2001; 6-4-2003; 6-3-2009; 8-1-12; 4-03-2019; 9-4-2024

Title: Principal

Qualifications:

- Type A or B / Level 2 or 3 Teaching certificate
- Certification-Supervisor of Instruction or Educational Leader or Letter of Eligibility for Educational Leader Certification
- Master's degree
- Five years of teaching experience
- Additional criteria as the board may require
- Minimum requirements as stated in SDE Bulletin 746 (as revised)
- Qualifications should not be established for the individual, but rather for the position.

Reports To: Curriculum Director
Supervises: Teachers and School Personnel
FLSA Status: Exempt
Salary Range: See Lafourche Parish School Board Salary Schedule

ESSENTIAL DUTIES AND RESPONSIBILITIES:

DOMAIN 1: SCHOOL MISSION, VISION, & STRATEGIC GOAL SETTING

1. Goal-Setting and Monitoring

The leader **consistently** and **effectively**:

- a. Establishes rigorous and obtainable data-driven goals and comprehensive action plans to ensure achievement.
- b. Disaggregates current and relevant data in depth in order to create, support, and monitor school goals.
- c. Strategically uses current and relevant student data to impact significant student achievement.
- d. Plans, implements, supports, monitors, and/or evaluates/refines action steps, including acceleration and interventions.
- e. Systematically enlists teachers to analyze student data and student work to monitor attainment of goals, to guide and inform instruction.

2. Communication of Mission, Vision, and Goal

The leader **consistently** and **effectively**:

- a. Establishes and communicates a school mission and vision that drives instruction and school activities.
- b. Communicates the mission, vision, and goals of the school with staff members, students, families, and other stakeholders.
- c. Invests teachers, students, and stakeholders in contributing to the school vision in order to reach established goals.

3. Expectations

The leader **consistently** and **effectively**:

- a. Advocates for the best interests and needs of all students to ensure student achievement.

LAFOURCHE PARISH SCHOOL BOARD

J 8.0

Revised 6-12-80; 6-10-93; 6-6-95; 5-5-99; 4-12-2000; 6-6-2001; 6-4-2003; 6-3-2009; 8-1-12; 4-03-2019; 9-4-2024

- b. Establishes high standards for students, teachers, and staff members.
- c. Models expectations and creates opportunities for students, teachers, and staff to establish high and demanding expectations.

DOMAIN 2: INSTRUCTIONAL LEADERSHIP

1. Curriculum and Assessment

The leader **consistently** and **effectively**:

- a. Develops all teachers' abilities to effectively utilize established schoolwide instructional plans where high-quality instructional materials are consistent with schoolwide goals.
- b. Develops teachers to set clear, measurable objectives aligned to the depth and rigor of the state standards*.
- c. Develops teachers to utilize systems where teachers analyze formative and summative data to monitor and systematically adjust teaching and learning as needed to meet student achievement goals and increase their proficiency.
- d. Plans and monitors professional learning to ensure that teachers grow in the areas of curriculum, assessment, and instructional practices.
- e. Utilizes existing structures (e.g. TC, ILT) to strategically engage in conversations about assessments and student progress.

2. Teacher Effectiveness

The leader **consistently** and **effectively**:

- a. Develops and organizes a leadership team's (e.g. ILT) ability to utilize a schoolwide evaluation system and coaching plans to increase teacher effectiveness.
- b. Develops and supports a leadership team's ability to evaluate teaching and learning through current and relevant student data.
- c. Develops and supports a leadership team's ability to provide evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps.
- d. Develops and supports a leadership team's ability to use teacher and student data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each teacher to improve overall teacher effectiveness.
- e. Develops, organizes, and supports a system that ensures teachers receive a differentiated, targeted coaching plan based on classroom evaluations.
- f. Strategically develops, organizes, and supports opportunities for teachers to implement learning in different ways and ensures teacher ownership of new learning.
- g. Organizes and supports opportunities where teachers work and plan together to impact student achievement.

3. Meeting Student Needs

The leader **consistently** and **effectively**:

- a. Develops teachers' abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional supports.
- b. Creates and implements a systematic monitoring process where all educators monitor, evaluate, and review student progress to ensure the academic needs of all students are being met.
- c. Develops teachers to adjust instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that all students master the content.
- d. Creates and implements systems that develop teachers in implementing instructional practices that meet the needs of all learners.
- e. Develops teachers' abilities to implement systems so all students access rigorous, on-grade-level instruction.

4. Instructional Focus

The leader **consistently** and **effectively**:

- a. Creates and implements a schoolwide schedule and routines that maximize instructional time; monitors effectiveness and makes adjustments when necessary with input from other instructional leaders or key personnel.
- b. Plans and prioritizes his/her schedule in order to engage in instructional leadership activities focused on teaching and learning.
- c. Ensures teachers have access to and effectively use high-quality instructional materials to instruct all students; regularly monitors teachers' use of these materials and evaluates the impact on student achievement.
- d. Plans and prioritizes instructional practices based on system and school goals when making decisions.
- e. Develops schoolwide systems which ensure that there are specific roles for other instructional leaders on campus in supporting and building teacher capacity in order to meet both teacher and student goals.
- f. Develops instructional leaders who lead instructional staff meetings and/or ongoing applied professional learning with adult learning principles.

DOMAIN 3: CAPACITY BUILDING**1. Reflective Practices**

The leader **consistently** and **effectively**:

- a. Openly/transparently reflects on his/her own leadership practice, resulting in strategic action plans that lead to a significant increase in student achievement and teacher proficiency.
- b. Self-reflects to determine areas of growth and sets rigorous goals routinely to strengthen his/her own leadership practice.
- c. Implements and adjusts schoolwide action plans based on feedback and data collected in order to enhance student achievement and educator effectiveness.

LAFOURCHE PARISH SCHOOL BOARD

J 8.0

Revised 6-12-80; 6-10-93; 6-6-95; 5-5-99; 4-12-2000; 6-6-2001; 6-4-2003; 6-3-2009; 8-1-12; 4-03-2019; 9-4-2024

- d. Collaborates with colleagues at the school and system levels to implement local and schoolwide initiatives that consistently result in gains in student achievement and educator effectiveness.

2. Leadership Development

The leader **consistently** and **effectively**:

- a. Develops school leaders to utilize teacher and student observational data to increase teacher effectiveness and ensure student growth.
- b. Fosters self-reflection in teacher leaders by creating systems for strong collaboration and coaching, resulting in ongoing capacity-building and student achievement.
- c. Develops his/her leadership skills and those of others by establishing a career pipeline to assume additional responsibilities.
- d. Provides opportunities for teachers and staff members to participate and apply new learning.

3. Collaborative Practices

The leader **consistently** and **effectively**:

- a. Ensures collaborative opportunities/ structures for capacity-building of teachers to continuously examine evidence of student learning and make strong instructional adjustments to ensure student success.
- b. Fosters a strong sense of purpose by ensuring meaningful contribution from teachers that includes analysis of significant student or teacher data to inform decisions, build teacher capacity, and increase student achievement.
- c. Monitors and actively supports the quality of content within collaborative opportunities/structures (e.g., TC, ILT) to ensure it is a logical continuum that results in significant increases in student learning and teacher effectiveness.

4. Continuous Improvement

The leader **consistently** and **effectively**:

- a. Prepares, plans, and monitors new staff by providing induction and mentoring systems and support.
- b. Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities.
- c. Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.

DOMAIN 4: SCHOOL & COMMUNITY ENVIRONMENT

1. School Atmosphere

The leader **consistently** and **effectively**:

- a. Establishes systems that ensure a safe and positive campus atmosphere for students, staff members, families, and community stakeholders.
- b. Manages conflict among stakeholders effectively.
- c. Develops structures and processes that result in ongoing, positive collaboration with a school leadership team.

LAFOURCHE PARISH SCHOOL BOARD

J 8.0

Revised 6-12-80; 6-10-93; 6-6-95; 5-5-99; 4-12-2000; 6-6-2001; 6-4-2003; 6-3-2009; 8-1-12; 4-03-2019; 9-4-2024

2. **Community Engagement**

The leader **consistently** and **effectively**:

- a. Develops productive and positive relationships with stakeholders.
- b. Uses communication to enhance student learning and build support for goals.
- c. Provides services for students, families, and the community during and beyond school hours.
- d. Creates opportunities for diverse and broad stakeholder engagement to support learning.

3. **Discipline**

The leader **consistently** and **effectively**:

- a. Develops, implements, and monitors a campus-wide discipline system/plan to promote a positive learning environment for all students.
- b. Addresses student misconduct in a positive, and fair manner.
- c. Incorporates problem-solving skills to manage student behavioral challenges.
- d. Supports and coaches teachers in resolving discipline concerns.

4. **Access to High-Quality Education**

The leader **consistently** and **effectively**:

- a. Implements and monitors systems that allow **all** students to have access to effective teachers.
- b. Develops and monitors initiatives to ensure **all** students have learning opportunities and academic and social supports that lead to academic success.
- c. Supports and coaches teachers with identifying and utilizing resources for providing **all** students with educational opportunities.

5. **Responsiveness to Stakeholders**

The leader **consistently** and **effectively**:

- a. Incorporates and articulates a commitment to **all** students in the school mission and vision.
- b. Incorporates the history, values, and background of students' communities in the curriculum.
- c. Creates organizational structures at the school and system levels that empower all students and parents across communities.

DOMAIN 5: PROFESSIONALISM & INTEGRITY

1. **Professional Norms**

The leader **consistently** and **effectively**:

- a. Monitors and supports an established environment that is open, productive, caring, professional, and trusting for teachers and staff.
- b. Monitors and promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.

2. **Professional Behavior**

The leader **consistently** and **effectively**:

LAFOURCHE PARISH SCHOOL BOARD

J 8.0

Revised 6-12-80; 6-10-93; 6-6-95; 5-5-99; 4-12-2000; 6-6-2001; 6-4-2003; 6-3-2009; 8-1-12; 4-03-2019; 9-4-2024

- a. Models professional behavior by acting respectfully and responsibly in personal conduct and in relationships with others, and monitors staff and students to do the same.
- b. Demonstrates and promotes the values of integrity, trust, collaboration, perseverance, and continuous improvement.
- c. Makes all decisions based on what is best for children and holds self and others responsible for the academic achievement and well-being of all students.

3. Policy

The leader **consistently** and **effectively**:

- a. Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality.
- b. Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.

DOMAIN 6: SCHOOL OPERATIONS/MANAGEMENT

1. Administrative Operations

The leader **consistently** and **effectively**:

- a. Models and manages the governance processes and internal and external politics toward achieving the school's mission and vision.
- b. Recruits, hires, retains, and builds the instructional capacity of a diverse group of highly qualified professional staff.
- c. Establishes and monitors a system that ensures all staff members (including but not limited to clerical, cafeteria, custodial, and transportation) are productive and use their time effectively by focusing on student needs and student achievement.

2. Fiscal and Physical Management

The leader **consistently** and **effectively**:

- a. Seeks, acquires, and manages fiscal, physical, and other resources to support student learning and community engagement.
- b. Creates systems for all stakeholders to routinely analyze allocated resources and provides recommendations for adjustments in order to maximize student achievement.

METHOD OF EVALUATION

The combination of the applicable measure of growth in student learning and the qualitative assessment of performance competencies and standards shall result in a composite score used to distinguish levels of overall effectiveness.

OTHER DUTIES AND RESPONSIBILITIES

Other duties may be assigned.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.*

LAFOURCHE PARISH SCHOOL BOARD

J 8.0

Revised 6-12-80; 6-10-93; 6-6-95; 5-5-99; 4-12-2000; 6-6-2001; 6-4-2003; 6-3-2009; 8-1-12; 4-03-2019; 9-4-2024

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand, walk, speak, hear, and sometimes sit. Occasionally, the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. such as boxes of books and AV carts.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus.

WORK ENVIRONMENT: *The work environment described here is representative of which 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.*

While performing the duties of this job the employee is frequently exposed to a noise level in the work environment, which is moderate to loud.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.