

## ADMINISTRATOR DUTIES

Administrators shall be hired by the board to assist the superintendent in the day-to-day operations of the school district.

### RESPONSIBILITIES AND AUTHORITY

1. The Principal is directly responsible to the Superintendent for all aspects of the management of the School as assigned, and for any general school assignments as delegated by the Superintendent.
2. The Principal is the immediate supervisor of all professional and support staff members.

### DUTIES OF THE PRINCIPAL

1. Attend all Board of Education meetings unless excused by the Superintendent.
2. Participate as a member of the administrative team, with involvement in matters including, but not limited to:
  - a) Evaluation of the curriculum,
  - b) Supervision of buildings and grounds maintenance,
  - c) Creation (& updating) of job descriptions for all positions,
  - d) Analysis of achievement test data,
  - e) Supervision of co-curricular activities.
3. Maintain records, issue reports, send communications, write documents including the following:
  - a) Class enrollment;
  - b) Class schedule;
  - c) Student records: grades, attendance, test data, health, discipline, accident, and cumulative files;
  - d) Curriculum handbook - teacher handbook, student handbook;
  - e) Semester and yearly plans;
  - f) Evaluations data, staff evaluations, personal improvement plans;
  - g) Weekly/monthly bulletins to parents;
  - h) Daily bulletins to students and teacher
4. Conduct teacher performance appraisal per policy
5. Secure substitutes for staff who are absent

### ORGANIZATIONAL EXPECTATIONS AND PERFORMANCE STANDARDS

1. Leadership and management;
  - a) Establishes clear and appropriate professional and personal goals,

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- b) Demonstrates initiative and alternative approaches to problem solving,
  - c) Exhibits competence in planning and organizing,
  - d) Is effective in implementation and follow-through.
  - e) Provides for effective motivational techniques,
  - f) Delegates authority appropriately and effectively;
2. Communication:
- a) Encourages and initiates communication in problem solving,
  - b) Communicates clearly and thoroughly, both verbally and in writing,
  - c) Shows communicative adaptability to pupils, staff, parents, and public;
3. Decision making:
- a) Involves those to be affected in the decision-making process,
  - b) Collects adequate information before making decisions,
  - c) Uses reliable sources of information,
  - d) Does not delay important decisions nor allow pressure to cause hasty decisions,
4. Responsiveness to others:
- a) Exhibits openness and humaneness in dealing with others, reacts to mistakes with patience,
  - b) Counsels individuals in private, friendly and open-minded in meeting situations,
  - c) Steady and even-tempered when faced with criticism,
  - d) Cooperates well with colleagues, recognized achievements of students and staff,
  - e) Is an active listener;
5. Development and maintenance of effective educational conditions:
- a) Requires school programs to reflect sound, research-based practices consistent with adopted instructional programs and philosophy,
  - b) Develops and executes plans to monitor and evaluate the effectiveness of programs and the accomplishment of organizational goals,
  - c) Encourages enthusiasm for learning and teaching,
  - d) Provides for a cooperative feeling among students and staff;
6. Contribution to district cohesiveness:
- a) Provides effective interpretation and implementation of Board policies and administrative regulations and assumes initiative for suggesting necessary or desirable changes,
  - b) Contributes to the development of sound administrative consensus and supports the implementation of such consensus,
  - c) Expresses concerns regarding individual administrative decisions directly to the person responsible,
  - d) Shares with colleagues' current literature and research, helpful ideas, highlights of meetings attended,
  - e) Is prompt in providing support necessary to the completion of others tasks,

- f) Recognizes and contributes to organizational goals;
7. Staff development and professional growth:
- a) Establishes clear performance expectations
  - b) Assists staff members in setting and reaching goals
  - c) Uses the evaluation program effectively
  - d) Observes in classrooms on a regular basis,
  - e) Identifies areas of strength as well as areas of deficiency,
  - f) Encourages the professional growth of all staff;
8. Professional knowledge:
- a) Exhibits awareness of sound educational practice,
  - b) Shows alertness to new knowledge that might benefit students or staff,
  - c) Keeps current with educational literature and research,
  - d) Participates in professional organizations and activities;
9. Pupil personnel:
- a) Maintains positive school climate,
  - b) Exhibits concern for individual pupils' welfare,
  - c) Encourages appropriate activities to help pupils develop selfdiscipline and leadership skills,
  - d) Effectively handles student disciplinary problems
10. Community relations:
- a) Exhibits awareness of the main concerns of the school community,
  - b) Is sensitive to the educational goals and special needs of the community and its component groups,
  - c) Establishes avenues for dialog between school and community