



FOREST HILLS PUBLIC SCHOOLS

Title: Elementary School Principal

Reports to: Superintendent

Job Summary:

The role of the elementary school principal is to serve as the “leader of learning” who fosters a safe, caring, and supportive school learning community; ensures a rigorous curricula, uses evidenced-based instructional practices and effective assessment strategies in a continuous cycle of improvement that result in high levels of learning for all students.

Qualifications:

Minimum qualifications:

- Valid Michigan teaching certificate with elementary endorsement or coursework
- Master’s Degree in Educational Leadership, Instruction, or related field
- Minimum of 5 years elementary classroom teaching experience

Preferred qualifications:

- Successful experience as a principal, principal intern, assistant principal, or teacher leader
- Demonstrated results with raising student achievement
- Experience transforming a team or organizational unit
- Experience using a state approved teacher evaluation framework

Knowledge of:

- Student and school performance data
- Leadership practices for learning (e.g., effective processes and collaborative team structures in support of student learning)
- Effective practices in curriculum, instruction, and assessment for all student populations
- Curriculum alignment strategies to ensure focus and coherence within and across grade levels
- Principles and practices of administrative management, including strategic planning, budgeting, and contract management
- Legal, ethical, and professional best practices

Skill in:

- Creating and executing a strategic school improvement plan
- Effectively managing resources and prioritizing tasks and projects to achieve goals
- Promoting effective use of technology in the service of teaching and learning

- Building relationships and communicating effectively, verbally and in writing, with many different stakeholders (e.g., students, families, staff members, and the broader community)
- Fostering and maintaining equitable and inclusive learning and working environments for students, families, and employees

Dispositions:

- High expectations for self and others and a belief that all students can learn at high levels
- Commitment to continuous improvement, using relevant data, and providing/receiving actionable feedback
- Resilience in the face of challenges and an orientation toward solutions
- Confidence to lead with humility, authenticity, transparency, and personal responsibility

Key Responsibilities:

- Support implementation of best teaching practices in support of student achievement; observe classrooms regularly and provide feedback to teachers; support teachers in connecting district initiatives to their instruction
- Ensure a clear focus on student learning that is guided by relevant and timely data
- Create a safe learning environment that promotes equity and high learning expectations for all
- Demonstrate commitment to continuous improvement of instruction
- Optimize learning for all students by ensuring a guaranteed and viable curriculum
- Promote collaboration and shared leadership opportunities that focus on effective teaching practices
- Support the leadership of the School Success Team and school improvement process

Job Functions:

- Establish a culture of high expectations for both academics and behavior
- Model effective instructional leadership, high expectations for students and staff, and focus on continuous learning
- Ensure a school-wide model of instruction and monitor the extent to which the model is understood and implemented
- Ensure clear and measurable goals are established and focused on critical needs regarding improving learning for all students
- Design and implement job-embedded professional learning collaboratively with school and district staff
- Establish and sustain a professional culture that ensures that teacher teams and collaborative teams meet regularly to establish essential learning goals,

develop common formative assessments, examine student work, and provide intervention and/or enrichment in a continuous cycle of improvement

- Organize and schedule time in alignment with instructional goals
- Provide coherent systems of academic and social supports, services, and accommodations to meet the range of learning needs of each student
- Align, allocate, and efficiently utilize human, financial, and technological resources to promote academic success
- Observe instruction regularly, review student data and work, and provide reflective feedback and coaching on instructional practices
- Support staff members in achieving ambitious, measurable standards of academic achievement
- Provide clear, ongoing evaluations focused on the district teacher evaluation model
- Establish a professional development plan with clear goals linked to instructional growth goals
- Create opportunities for leadership and recognition for staff members who consistently meet high academic achievement and professional standards; and take action with staff members who consistently fail to meet high standards
- Create systems and processes to support a culture of collaboration, understanding, inclusion, and mutual respect
- Engage parents and families in supporting their students' learning at school and at home
- Respond to stakeholder concerns in a timely and professional manner
- Solicit and receive feedback from all stakeholders to improve professional skills
- Advance school district policies, procedures, and initiatives in pursuit of transformative change within the school
- Model and facilitate the use of multiple forms of student-level data; support and develop the staff's ability to analyze and use this data to drive instructional decisions and to close achievement gaps between subgroups of students based upon data analysis.