

DAVID DOUGLAS SCHOOL DISTRICT #40
JOB DESCRIPTION
Administration

JOB TITLE: Principal – Middle School

Job Purpose Statements: The primary purpose of the position of Middle School Principal is to serve as the instructional and climate leader of the school and, as such, be responsible for the organization and supervision of the school's educational program, operation of the school facility, participation in staff and student activities, and establishment of effective community relations.

Essential Job Functions:

Leadership and Administration:

- **Develop** and **prioritize** caring relationships with students, staff, and caregivers
- **Provide** visionary leadership to create a positive and inclusive school culture
- **Facilitate** communication between students, staff, and caregivers for the purpose of evaluating situations, solving problems and/or resolving conflicts
- **Supervise** the school staff and be responsible for the recruitment, screening, hiring, training, assigning, and evaluation of the staff, both licensed and classified
- **Hire, direct, supervise and evaluate** all administrative staff members at the school
- **Assist** and **support** the guidance program to enhance individual student educational growth and development
- **Assist** in supervising all support services, including custodial, maintenance, security, and food services
- **Plan** new employee orientation activities at the building level
- **Prepare** and **supervise** the preparation of reports, records, lists, and all other paperwork required or appropriate to the school's administration
- **Collaborate** with building union representatives
- **Assist** the Superintendent's Office as directed
- **Collaborate** and **communicate** with district administrators regarding district systems and school improvement efforts on a consistent basis
- **Attend** School Board Meetings as needed

Academic Excellence:

- **Evaluate** the effectiveness of instructional programs to identify areas for improvement and engage in continuous improvement cycles focused on student achievement.
- **Regularly use** student performance data to identify and address achievement gaps, set equity-focused goals, and support instructional adjustments.
- **Collaborate** with leadership teams to set, implement, and monitor short- and long-term achievement goals.
- **Observe** classroom instruction regularly to provide constructive feedback that fosters teacher growth and student success.
- **Ensure** the adopted curriculum is implemented with integrity, and fully aligned to state standards and district goals.
- **Collaborate** with school improvement teams to support professional learning tied to school goals.
- **Guide** the development and implementation of innovative strategies to improve outcomes and ensure high school success and graduation.

Student Affairs:

- **Create** a safe, structured, inclusive, and welcoming learning environment that reflects and supports the racial and ethnic diversity of the student population and David Douglas community
- **Execute** a cohesive, constructive, and efficient restorative practice and board approved discipline policy that supports student behavior and safety with respect and consideration
- **Establish** and **maintain** an effective racially and culturally teaching and learning climate
- **Develop** school plans and organizational procedures for the health, safety, discipline, and conduct of students as established by district policies and procedures

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- **Lead** and **guide** activities and decisions with a racial and cultural equity mindset and lens
- **Ensure** that all school activities are adequately planned and supervised
- **Assist** with alternative placements for students who may need a different setting

Family and Community Engagement:

- **Model** ongoing and effective communication with families and community with a targeted focus on native language families and historically under-represented groups
- **Develop** and **support** a community relations program with families and local community groups as a means of interpreting and furthering school programs and encourage family and community participation in the school's program(s)

Budget and Resource Management:

- **Supervise, administer, and allocate** the building's financial budget and make decisions for its use
- **Utilize** all resources of the school and the community in developing the most effective educational system
- **Cooperate** with other school and district administrators in determining the allocation of district funds for instructional purposes; work with school staff to determine need and allocate funds to departments on basis of need and equity

Facilities Management:

- **Assure** proper management, maintenance, and inventory of materials, equipment, buildings, and grounds
- **Oversee** the scheduling of events, activities, and use of facilities

Legal and Regulatory Compliance:

- **Implement** board policies, administrative regulations, and negotiated agreements
- **Understand** changes in educational laws and policies
- **Assist** in staff and student investigations and hearings

Professional Development:

- **Support** professional development opportunities for educators to enhance teaching strategies and pedagogical skills
- **Initiate, design, and implement** programs to meet specific needs of the school and its students
- **Understand** and **communicate** recent educational trends, research, best practices, and state requirements to enhance and monitor the school's instructional programs
- **Collaborate** with district office, district administrators, and school staff to ensure instructional programs align with state and national standards and requirements, district systems and improvement initiatives, and evidence-based practices

Other Job Functions:

- **Collaborate** with district office representatives to determine building needs
- **Cooperate** with other principals and district administrators in determining the allocation of district funds for instructional purposes and allocate funds to departments on basis of need and equity

Job Requirements-Qualifications:

Experience Required: Five years experience as a building teacher and or administrator. Preference will be given to administrators with middle school and/or high school experience.

Skills, Knowledge and/or Abilities Required:

- ***Skills*** to facilitate goal setting for instructional improvement. Skill in the development and implementation of programs to assist employees in successfully reaching personal and professional goals. Demonstrate effective, interpersonal relationship skills in working with students, caregivers, teachers, support staff and administrators, as well as business and

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community groups. Excellent written and verbal communication skills including effective facilitation of meetings. Exhibit high level of personal and professional integrity and ethics. Serve as a role model, model life-long learning, embrace change, and exhibit strong collaboration with district and building staff.

- **Knowledge** of current research and best practices being used in middle schools, and skill in discussing problems of mutual interest with others in the field of school improvement and in performance-based educational programs.
 - **Culturally Responsive Teaching and Equity:** Applying an equity lens to instructional practices and school policies, with a deep understanding of culturally responsive teaching principles.
 - **Restorative Practices:** Experience implementing restorative practices to foster positive school climate and student behavior.
 - **Multi-Tiered Systems of Support (MTSS):** Knowledge of and experience with implementing MTSS frameworks, including Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS).
 - **Standards-Based Instruction:** Understanding of and experience aligning instruction with current Oregon state standards and assessments, including the Oregon Statewide Assessment System (OSAS).
 - **Inclusive Practices:** Expertise in effective instructional strategies for all learners, including English Learners and students with Individualized Education Programs (IEPs)
 - **Technology Integration:** Proficiency in using technology, including AI-tools and resources, as an instructional tool to enhance teaching and learning.
 - **Data Analysis and Collaboration:** Experience using data to inform instruction and collaborating with data teams to improve student outcomes
- **Abilities** to serve as a leader-coach to building level administrators and teacher-leaders and to develop collaborative consensus building in groups. Maximize resources to achieve results and build programs.
- **Abilities** to prioritize developing inclusive programs that support all students and staff from diverse backgrounds. Strong commitment to fostering an environment where everyone feels safe, welcomed, valued and respected with a lens of anti-discrimination.
- **Abilities** to sit for prolonged periods, perform a variety of specialized and responsible tasks, maintain accurate records, establish and maintain cooperative working relationships with students, families, other school personnel; meet schedules and deadlines. Prompt and regular attendance. Significant physical abilities include standing and walking for long periods of time, lifting/carrying, reaching/handling, talking/hearing conversations, and near/far visual acuity/depth perception/visual accommodation.

Educations/Licenses Required: Master's Degree. Eligible for appropriate administrative license; valid driver's license and evidence of insurability; and Criminal Justice fingerprint clearance.

Multi-Cultural preferred; Fluency in Spanish (written and spoken) is preferred, but not required.

The David Douglas School District welcomes applications from candidates that expand the District's diversity.

Terms of Employment: 260 days per year. Salary to be established by the Board.

Evaluation: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of professional personnel.

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David Douglas School District Drug Testing and Criminal Background Check

Per district policy all offers of employment shall be contingent upon the successful passing of a district required drug test and criminal background check. David Douglas School District's Human Resources will designate where and when the testing will be conducted. The offer of employment will be withdrawn from candidates who test positive for drugs.

Reviewed and agreed to by:

Employee Signature

Date

c: Employee
Supervisor
File