

# TRI-TOWNSHIP CONSOLIDATED SCHOOL CORPORATION

*Tim Somers, Superintendent*

P.O. Box 249

Wanatah, IN 46390

219-754-2709, Fax 219-754-2793

## **LACROSSE HIGH SCHOOL**

*Aaron Owney, Principal*

11 N Michigan Avenue

LaCrosse, IN 46348

(219) 754-2461

## **WANATAH SCHOOL**

*Teri Detering, Principal*

309 School Drive

Wanatah, IN 46390

(219) 733-2815

### HIGH SCHOOL PRINCIPAL

Location: LaCrosse High School

Reports to: Superintendent

#### **Position Summary:**

As principal, serves as the school and educational leader responsible for development, implementation, supervision, and evaluation of a comprehensive program of educational and student services. Administers the program in accordance with board policies, statutory requirements, administrative rules and regulations, and consistent with collective bargaining agreements. Serves as an advocate for the staff, school, and school community as appropriate.

#### **Supervision and Controls over the Work:**

Works under the general supervision of the Superintendent and/or Superintendent Designee, who is responsible for carrying out the guidance and direction of the Board of Directors. Utilizes the strategic plan, district goals, district policy, and the approved school improvement plan to guide both personal leadership and the work of the school staff. Annual evaluation will be based upon this job description, goals and objectives specific to the school or the position, student achievement data, and the performance of the Principal.

#### **Major Duties and Responsibilities:**

1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff: Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching. Engages stakeholders in the essential conversations for ongoing improvement. Facilitates collaborative processes with stakeholders leading toward continuous improvement. Creates opportunities for shared leadership within the school.
2. Providing for school safety: Effectively engages the entire community to develop a more nuanced/expanded understanding of what it means to be safe. Provides for the physical, intellectual, and emotional safety in order for effective teaching and learning to take place.
3. Leads the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements: Recognizes and seeks out multiple data sources. Analyzes and interprets multiple data sources to inform school-level improvement efforts. Implements data driven plan for improved teaching and learning. Assists staff in using data to guide, modify and improve classroom teaching and learning.
4. Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals: Provides leadership that ensures fidelity to the prescribed curricula that is in alignment to state and local district learning goals. Ensures

alignment and implementation of best instructional practices to state and district learning goals. Provides that assessment practices are aligned with both curriculum and instruction.

5. Monitoring, assisting, and evaluating effective instruction and assessment practices: An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effective teaching by visiting classrooms regularly and working with teachers on instructional issues. Develops a working knowledge and ability to lead district initiatives. Participates in professional development regarding district initiatives. Monitors instruction and assessment practices ensuring alignment with the School Improvement Plan. Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence to effectiveness. Assists staff in implementing effective instruction and assessment practices. Reliably and validly evaluates staff in effective instruction and assessment practices.
6. Managing both staff and fiscal resources to support student achievement and legal responsibilities: Manages human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. The management of hiring, assignments, evaluations, ongoing professional development and the fulfillment of legal responsibilities is required. Decisions are made about resources that result in improved teaching and learning.
7. Partnering with the school community to promote student learning: Understands the greater community and works to establish a genuine partnership model between home and school. Aligns school and community efforts and values as a work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding. Community engagement decisions are made that result in improved teaching and learning.
8. Demonstrating commitment to closing the achievement gap: Uses evidence to support student improvement. Identifies barriers to achievement and knows how to close resulting gaps. Demonstrates a commitment to close the achievement gap. Provides evidence of growth in student learning.
9. Leadership and Governance:
  - a. Consistently demonstrates high moral, ethical, and professional standards of performance and personal integrity, which includes addressing problems and issues in an open, honest, and timely manner. Ensures proper conduct which goes beyond the practice of avoiding what is wrong and instead focusing on choosing to do what is right. Serves as a champion for the school and the district, avoiding actual or perceived behavior personally or among the staff which may cast a negative impression on the school, the District, or the Board.
  - b. Models and promotes trust, enthusiasm, rapport, respect and openness among faculty, staff, students, and members of the community. Celebrates successes and recognizes the achievements of others.
  - c. Creates a professional environment by assuring that personal and staff interactions with others in the school, community, and board are conducted with utmost respect and professionalism.
  - d. Honors the ideas of others even when in disagreement with those ideas. Works collaboratively to resolve disagreements and seek mutually respectful solutions.
  - e. Actively participates in meetings, workshops and conferences that involve decisions affecting the district and/or the school. Advocates for the school needs by providing input to the decision making process of the district. Respects, supports, and implements decisions once made, and acts to ensure that staff are equally supportive.

- f. Participates in school academic, athletic, and co-curricular activities to supervise and advocate for the school.
10. Required to follow board policies; stay abreast of updates/changes.
11. Performs other duties as assigned.

**Minimum Qualifications:**

1. Valid Indiana Administrative credentials.
2. Five (5) successful years of teaching experience.
3. Ability to create a safe, orderly, positive school climate for students and staff.
4. Ability to foster growth, creativity, and flexibility using a variety of techniques.
5. Ability to facilitate resolution of complex interpersonal issues.
6. Demonstrate successful experience in shared decision making, program development, staff supervision and evaluation.
7. Knowledge and skill in fiscal management, staff development, and human relations.
8. Ability to evaluate teachers.
9. Knowledge and demonstrative skills in the use of technology for teaching and learning.
10. Managerial skill in planning, organizing, delegating, and listening.
11. Ability to gain and demonstrate knowledge of District policy and State laws that govern budget procedures and expenditures.
12. Knowledge about laws, rules and regulations governing the operation of public schools, including school reform legislation.
13. Knowledge of innovations in education; alternative instructional strategies, alternative assessment methods; blended instructional support; in-class support for special needs students, instruction based on student performance and decision making, peer tutoring, cooperative learning.
14. Ability to react in emergency situations to include intervening and, as necessary, consistent with District policy, restraining students.

**Physical and Environmental Requirements of the Position:**

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

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

The employee must lift and/or move 25 to 50 pounds, and may assist, move, or restrain students with greater weight when required to intervene in student safety issues.

While performing the duties of this job, the employee is frequently required to sit, lift, carry, move about, hear and speak. Employee may be required to perform extensive work at a computer display terminal.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties. The noise level in the work environment is usually moderate but can be loud on occasion.