

**Brockport Central School District**  
**JOB POSITION DESCRIPTION**  
**STLE 3 Grant**

**Principal Leader: Demonstration School**

Position Title (12 Months)

**July 1, 2014**

Date

**District Wide**

Location

**Strategic Plan Oversight  
Governance Board/Office of  
Instruction**

Reports To

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**PRIMARY FUNCTION:** Under the direction of the Office of Instruction and in collaboration with Expeditionary Learning and Instructional Coaches, the Demonstration School Principal will provide authentic opportunities for colleagues to see best practices aligned to the Diagnostic Tool for School and District Effectiveness (DTSDE). This in-house professional development model will take place in the school during the normal school day, framed by a pre observation meeting and a debriefing session. The Principal must be willing to open their school to colleagues and interns from the College at Brockport for participation in deep discussions of their own practice and how they are moving their school from developing to highly effective as identified on the DTSDE.

**ESSENTIAL FUNCTIONS:**

- Directly reports to the Office of Instruction
- Participates in an informational session detailing Demonstration Schools to ensure understanding of all needed elements prior to accepting position
- Demonstrates a strong understanding of the Regents Reform Agenda, Diagnostic Tool for School and District Effectiveness and the District's Strategic Plan
- Willingness to go through intensive DTSDE training session, including the collection of documented evidence with team for purpose of rating leadership and instructional practices aligned to tenets 2, 3 and 4
- Desires to provide a level of instructional consistency in our district
- Demonstrates a strong understanding of curriculum and instructional best practices in all content areas
- Recognizes and values work aligned with the Curriculum Framework Design Model released from the Office of Instruction utilizing workshop model for delivery of content
- Open to intensive training from instructional coaches and Office of Instruction from July to December 2014
- Operates a lab school beginning in January 2015 as an in-house professional development model that takes place during the normal school day, framed by a pre observation meeting and a debriefing session
- Welcomes school visits from other Principals as they share strong leadership and instructional practices
- Facilitates small groups to answer questions and support peers
- Supports and coaches colleagues, sharing what has worked in leadership and what hasn't worked while trying innovative practices tied to the CCLS and best practices
- Supports new administrators just beginning to learn the model and welcomes students from the College at Brockport participating in pre service work to better prepare
- Institutes collaborative planning sessions that are focused and include the use of consistent protocols for examining effective leadership skills that lead to effective systems and structures

- Works well with leadership to create positive culture that promotes learning at all levels and in specific content areas including leadership attributes
- Models exemplary communication skills both oral and written
- Demonstrates collaborative leadership, enthusiasm, and professionalism that inspires others
- Understands adult learning needs and can execute targeted plans that align with outcomes linked to the CCLS
- Illustrates how a deeper understanding of leadership can actually enhance problem solving and critical thinking
- Helps administrators develop their abilities to use various strategies to reach highly effective practices as well as create environments that support differentiated teaching and learning
- Highlights ways teachers can seize opportunities for integrating 21st century tools and teaching strategies into their classroom practice — and helps them identify what activities they can replace/de-emphasize
- Takes advantage of real world, rich media examples, video clips, interactive exercises, simulations based on historical or real-time data sources, acoustically- and visually-rich primary sources and digital repositories
- Reviews statewide and internal documents to ensure leadership promotes current knowledge of initiatives and mandates

### **PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:**

- Possession of project management skills including planning, execution, implementation and milestone monitoring, overcoming obstacles, managing risks, and taking necessary corrective actions
- Strong understanding of common core learning standards, curriculum and design
- Ability to effectively operate with high energy and flexibility in an early stage, constantly evolving, team environment
- Strong attention to detail
- Content specific knowledge in a particular area
- Working knowledge of or familiarity with elementary and/or secondary education

### **MINIMUM REQUIREMENTS**

- At least five years experience as a SBL (a yearlong internship counts as one year)
- At least one year of satisfactory experience as a Professional Principal
- At least three years of HE/E ratings in the past five years
- Tenure

### **PREFERRED**

- Served as a Mentor at least once in the last three years
- Leads at least one building level/District wide committee
- Served in a lead role with respect to instructional initiatives in the District related to the Regents Reform Agenda/Strategic Plan
- Regularly provides professional development in the District

### **STIPEND**

\$3000.00/year