THE SCHOOL COMMUNITY
The John O’Connell school community is seeking a leader for the 2011-12 school year who has the ability to build a strong professional learning community, engage parents in meaningful ways, cultivate a positive school climate, implement small learning communities, and be instrumental to the school’s overall transformation. This person should support a community school approach and support the alignment of expanded learning opportunities and external partnerships. Candidates for the principalship should bring a background and expertise in effectively serving English learners and students with disabilities. This instructional leader, in collaboration with the Superintendent’s Zone leadership team, should be prepared to implement high-leverage strategies aimed at accelerating student outcomes; these investments should maximize significant School Improvement Grant monies, in excess of a million dollars annually, that are allocated to the school.

DESCRIPTION
The Superintendent’s Zone is a key part of the district’s strategic plan, Beyond the Talk: Taking Action to Educate Every Child Now, keeping our promise to ensure educational equity and the achievement of underserved students. Superintendent Zone Principals are committed to raising the academic excellence of African-American, English Learner, Latino, Pacific Islander, Samoan, and Special Education students through focused attention on three core areas: Access and Equity, Achievement, and Accountability.

Superintendent Zone Principals understand that access and equity are at the heart of making social justice a reality and have demonstrated the ability to form relationships with students, staff and parents that empower them to set and achieve rigorous goals for their school in order to ensure academic success for all students. They foster, build and sustain a school culture that is focused on ensuring that every child receives the preparation they need at every grade level to graduate from high school prepared for college, careers, and the 21st Century. The school principal understands that access and equity are at the heart of making social justice a reality.

Superintendent’s Zone principals provide transformational leadership to planning, launching and managing a Superintendent’s Zone school. This includes focusing on significantly improving student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction and building a high performing staff and leadership teach to achieve the school’s vision and goals. The Superintendent’s Zone principal will collaborate with parents, community members and stakeholders to implement new educational programs, capital improvements, systems, tools and other resources to accelerate student achievement.

The Superintendent’s Zone Principal is the educational leader and administrator of the school. The principal is committed to closing the existing achievement gap and promoting the achievement of all students through focused attention on three core areas: Access and Equity, Achievement and Accountability.

The Superintendent’s Zone Principal is thoroughly familiar with principles of child, early adolescent and educational psychology; California Standards for the Teaching Profession; equity-centered professional learning communities; 21st Century curriculum, cultural and linguistic responsive pedagogy and assets/strength-based models of education.
ESSENTIAL DUTIES AND RESPONSIBILITIES

The Superintendent Zone Principal works under the supervision of the Zone Assistant Superintendent and in collaboration with their school staff, families and community, and is responsible for the fulfillment of the essential duties set forth below:

1. Results Orientation that Supports School-Wide Academic Performance Goals
   - Set high performance goals for themselves and others to ensure stability, high expectations and removing all obstacles to ensure academic success of all students
   - Create and instill a sense of urgency and take immediate action to ensure early successes
   - Align school resources and prioritize activities to achieve maximum results based on vision and goals
   - Establish and monitor high standards for excellence with students, teachers, staff and other stakeholders
   - Be relentless in implementing school activities that support student achievement
   - Engage the entire school community in the development of the BSC in order to ensure the academic success of all students
   - Foster, build and maintain the collective efficacy of the school community through active engagement of all stakeholders in implementing the school’s instructional improvement strategies and achieving the school’s performance goals as outlined in the Balanced Scorecard
   - Ensure that all students receive a 21st century education that is academically rigorous, constructivist, personalized, relevant and engaging
   - Identify and implement designated academic programs and interventions to strategically support students in collaboration with the school community and the district
   - Ensure that all staff are provided with the essential professional development in order for them to utilize Data Director (or similar electronic tools) to regularly review and analyze student achievement data to drive instruction and develop academic improvement plans for students
   - Establish an accountability system to ensure that all staff members are utilizing multiple forms of assessment to drive instruction
   - Meet all District and contractual agreements. Work up to 15 additional per diem calendar days beyond the required calendar work days throughout the work year per school needs

2. Develop and Lead High Performing Team
   - Build and organize adult teams to effectively mirror vision and produce maximum results
   - Understand team strengths and gaps and strategically leverage skills by selecting assignments to build team capacity
   - Delegate to others and engage in team decision-making
   - Encourage learning and consistently provide instruction, expectations, feedback and other development activities to encourage leadership and build capacity
   - Inspire excellence and promote high morale

3. Ensure Delivery of Rigorous Instruction to all Students
   - Identify potential issues and obstacles consistently and proactively and take action to create and implement solutions
   - Formulate and execute action plans despite ambiguity, obstacles or resistance
   - Plan and take action that is effective in achieving goals and objectives without direction
• Provide support and resources for staff to make sure that students make connections between classroom learning and their own prior knowledge and experiences
• Provide essential professional development for all staff in order to ensure instructional strategies that consistently address students’ diverse needs by including adaptations, modifications, and differentiation
• Provide support and resources for staff students to make connections between classroom learning and their own prior knowledge and experiences
• Create common planning time and structures to ensure consistent planning time for grade-level and/or content area teams. Hold all staff accountable to implement the CSTPs with an emphasis on the content and curriculum standards to plan and adapt instruction with specific outcomes for all students, including demonstrating critical, higher order thinking
• Provide professional development and support for all staff to utilize formal and informal assessments (multiple forms of assessment) to help students understand and articulate their learning process, guide planning, and inform instructional improvement objectives
• Ensure that all teachers utilize effective approaches to balanced reading instruction and balanced math instruction to promote literacy and mathematical thinking across all content areas
• Hold all staff accountable for developing individualized academic improvement plans for all students who struggle to succeed

4. Develop a Culturally Responsive Classroom Environment
• Ensure the development and the implementation of successful learning environments that are culturally and linguistically responsive and are designed to promote the District’s goals
• Establish school-wide classrooms environments that accelerate the learning of underserved groups of students (African-American, English Learner, Latino, Pacific Islander, Samoan, and Special Education students)
• Oversee the implementation of an assets-based learning environment, positive behavior intervention, and other effective classroom management techniques
• Oversee the implementation of effective educational program models for English Learners and Standard English Learners
• Oversee the establishment and implementation of a rigorous and cooperative learning environment where students flourish in a culture of service and support

5. Impact and influence
• Participate in internal and external transformational leadership opportunities as appropriate
• Establish a culture of learning and achievement
• Act consistently to influence others’ thinking and behavior to achieve results
• Communicate a clear vision of success and benefits to engage others
• Identify and engage stakeholders (parents, community, etc.) to drive consensus, build trust and facilitate change
• Anticipate and respond to stakeholder concerns and identify and engage key influences and community resources necessary for success
• Influence others to take action and demand change

6. Confidence to Lead
• Take on challenging situations and believe in ability to effect change
• Demonstrate strong commitment and present ideas with confidence
• Take risks to achieve vision and goals, even if they deviate from the norm
• Take personal responsibility for mistakes and learn from them; while consistently following up with analysis and corrective action

7. Planning and Problem Solving
• Recognize patterns and trends related to school performance
• Analyze complex information to formulate strategic vision and develop action plans; identify appropriate metrics and use qualitative and quantitative data to assess performance and drive goals and decision-making
• Identify appropriate metrics and use qualitative and quantitative data to assess performance and drive goals and decision-making
• Recognize cause and effect between instructional activities and results
• Develop effective processes to achieve desired results
• Collaborate with site coaches to identify and implement targeted interventions

8. Improve Standards of Practice for Self and Staff
• Establish a practice of self-reflection and staff reflection in order to develop a theory of action that will establish best practices to ensure student success
• Participate in leadership activities within cohorts, small group PLCs, and Zone-wide leadership networks
• Demonstrate leadership and provide resources and support for staff to utilize data-driven equity-centered professional learning communities in pursuit of equity and social justice in all classrooms and the school
• Actively participate in professional development to further develop transformational leadership skills
• Provide time, structure, and resources in order for staff to build knowledge of curriculum, formative assessment, and effective teaching practices including differentiated instruction for diverse learners
• Hold self and others accountable for outcomes and results
• Support the professional learning of staff by establishing structures for teachers to share teaching practices and data that informs and improves instruction
• Build structures for all staff to participate in data-driven equity-centered professional learning communities in pursuit of equity and social justice in our classrooms and schools
• Ensure that staff participate in all required professional development activities and peer coaching, including but not limited to grade level, school-wide, and Area-wide professional development activities during and outside the regular work day
• Support the professional learning of colleagues through sharing teaching practices and data that informs and improves instruction
• Continually build knowledge of curriculum, formative assessment, and effective teaching practices including differentiated instruction for diverse learners
• Hold self and others accountable for outcomes and results
• Assess own growth over time by analyzing own practices related to student learning and develop action plan to improve own practice
• Foster, build, and sustain a collegial environment where peers are invited to observe classroom practice and provide feedback, and all teachers participate in the observations of others
• Collaborate with staff to analyze and integrate teaching and learning from a variety of diagnostic, formative, and summative assessment data to inform practice
9. Build Connections with Families and Community to Support Student Learning
   - Define, develop and implement a full service community coordinated schools approach in collaboration with internal and external partners.
   - Promote school/community collaboration by communicating and engaging with parents, community members and external partners
   - Provide structures for staff to participate in student support teams to receive professional consultation about instructional intervention strategies
   - Collaborate with expanded learning or afterschool program staff to coordinate services for students
   - Participate in the preparation and maintenance of a variety of reports (student attendance and progress reports, report cards, etc.) to facilitate positive home-school communication
   - Use School Loop (or similar electronic outreach tool) to monitor and communicate student progress to families
   - Conduct home visits and/or parent conferences

10. Other duties as assigned by the supervising Assistant Superintendent.

MINIMUM REQUIREMENTS

1. Experience in the leadership and implementation of a Spanish bilingual immersion, two-way, or other bilingual education model.
2. Committed to closing the existing achievement gap and leading a school community in promoting the achievement of all students through focused attention on three core areas: Access and Equity, Achievement and Accountability.
3. Commitment to participate, implement and lead a school community to achieve the Superintendent Zone goals and participate in the strategies and professional development activities within and beyond the school day/year
4. Possession of a valid California Administrative Services Credential and either a California Teaching Credential in the appropriate areas or services credential with a specialization in pupil personnel, health clinical or rehabilitative, or librarian services as required by the California Education Code, Section 44860.

DESIRABLE QUALIFICATIONS

1. At least three years of administrative or teacher leader experience in an urban school setting with evidence of positive student growth on multiple student outcome measures in both an elementary and middle school setting.
2. A strong record of implementation of successful cultural and linguistic responsiveness pedagogy
3. Familiarity and demonstrated experience with implementation of equity-centered professional learning communities
4. Literacy in computer and instructional multi-media technology that enhances student learning and home communication
5. Familiarity and demonstrated student success in the implementation of components of effective reading and math instruction
6. Knowledge and effective use of:
   - California Content Standards and Common Core Standards
   - Response to Intervention (RTI)
   - Positive classroom management and youth development strategies
   - 21st Century curriculum
- Assets/strength-based models of education
- Reading and SDAIE strategies for English Learners and Standard English Learners
- College and career education preparation integrated within the curriculum