

POSITION DESCRIPTION ADDENDUM FOR: PRINCIPAL LEADER



The information listed under Additional Summary & Expectations and Specific Essential Duties is in addition to the applicable School Principal position description. Any additional information that may be listed under the other categories supersedes the information provided on the School Principal position description.

ADDITIONAL SUMMARY & EXPECTATIONS

Principal Leaders will be assigned to schools to provide administrative guidance, support, and advice. They are expected to become a valued resource to school administration, offering trusted and experienced support with staff concerns, building operations, overall culture, climate, and student learning.

SPECIFIC ESSENTIAL DUTIES

Applies basic coaching principles to support principal development that can lead to measurable improvement in principal performance and improved student outcomes in the schools in which they are assigned.

In coordination with the Executive Directors, plans and leads high quality and relevant learning experiences for school administrators to guide the implementation of effective instructional programs.

Provides feedback on successful leadership practices, such as effective management of instructional staff, use of data, and establishment of school culture.

Creates a culture of inquiry and mutual accountability among the school administrators.

Meets monthly with assigned School Principals, for a minimum of one hour, to provide targeted coaching. (ie: learning walks, content/policy/department specific training)

Meets quarterly with Executive Directors to plan principal learning activities and provide feedback on Principals.

Works collaboratively with Executive Directors to direct and facilitate principal learning.

- Meetings should build the instructional leadership capacity of principals with particular focus on student learning, data analysis, aligned interventions, community, and culture.

Assists School Administrators with developing and coordinating the following:

- A guaranteed and viable curriculum based on the state standards in all curricular areas.
- A system of assessments that teams use to determine which students are proficient in a skill, those who need extra time and support, and which instructional practices elicited the best results.
- A detailed system of interventions that provide targeted time and support for students who are identified as needing extra time and support in order to be proficient in a skill/standard.
- Advanced offerings/learning opportunities for students who have demonstrated proficiency.
- Providing frequent, effective monitoring and feedback to teams and teachers.

Prepared By: Assistant Director, Human Resources		Date: 12/18/2018
Approved By: WCSD Board of Education		Date: 01/08/2019
<input type="checkbox"/> Review <input checked="" type="checkbox"/> Revised	By: Assistant Superintendent, Secondary Ed	Date: 05/21/2025
<input type="checkbox"/> Review <input type="checkbox"/> Revised	By:	Date:

EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	