



PRINCIPAL - SPECIAL PROGRAMS

BASIC FUNCTION

Under administrative direction, provide instructional leadership in non-traditional PK – 12 schools and/or programs which directly support students on the continuous path to successful completion of their K-12 education; establish an instructional vision and focused plan for improving student achievement while narrowing the disparities between the highest and lowest performing students; supervise and support professional educators in strengthening their instructional practices; create a community of continuous learning for all staff and students; foster a culture of high expectation, providing every student with equitable access to high quality and culturally relevant instruction; support and implement the District's Racial Equity Policy; build strong partnerships with families and community; create a safe, welcoming environment that reflects and supports the racial and ethnic diversity of the student population and communities served; manage operational, technical, and school activities and staff to promote student growth.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all employees within the classification. This summary provides examples of typical tasks performed in this classification.

- Promote a positive, safe and caring climate for learning; create a welcoming environment that reflects and supports the racial and ethnic diversity of the student population and communities served; communicate effectively with students, staff and parents. “E”
- Lead development, evaluation and improvement of instructional programs which provide access and support to rigorous and culturally relevant instruction for all students. “E”
- Lead development of school improvement plans with staff, parents, and community members; develop, maintain, and use information systems to track progress on school performance objectives and academic excellence indicators. “E”
- Regularly observe classroom instruction and work to improve employee performance as principle evaluator for employee evaluation systems. Ensure equitable access to curriculum standards, programs, and materials regardless of race or achievement levels. “E”
- Build a shared leadership team which reflects diverse perspectives. Develop and mentor others with an emphasis on administrative team members. “E”
- Ensure a fair and equitable interview and selection process for open positions. Create a welcoming and supportive environment for new employees. “E”
- Articulate the school's vision to the community and solicit its support in accomplishing the mission; use appropriate and effective techniques to encourage community and parent involvement. “E”
- Actively engage and advocate for historically underserved families of color, including those whose first language may not be English, as essential partners in their student's education, school planning and decision-making. “E”
- Develop measurable goals for student growth; align with PPS Milestones and/or the PPS Equity Goals; collect baseline and progression data to identify and implement strategies for improvement. Identify implementation actions and regularly report on progress. “E”
- Supervise or delegate all school operations, including daily school activities, the development of class schedules, teacher and school support staff assignments, and extracurricular activity schedules. “E”
- Supervise and support instruction by providing professional development to strengthen employees' knowledge and skills for accelerating achievement for all students and eliminate historic barriers; establish

instructional systems for monitoring student progress, assessment and accountability to eliminate the effects of institutional racism. “E”

- Manage and report on various school budgets and finances as assigned; ensure compliance with PPS procedures, policies and state and Federal requirements.
- Manage a positive student behavior system; promote social justice; ensure student discipline is appropriate and equitable. “E”
- Represent the district and assigned school in meetings, workshops, conferences and professional activities at and away from the school site. “E”
- Use District IT systems to perform routine tasks, such as performance management assessments; accessing financial reports; student data systems; and managing school staffing and budget information. “E”
- Support District initiatives and priorities aligned with implementing a rigorous curriculum to prepare students to be successful. “E”
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

The Principal – Special Programs, provides academic and instructional leadership to the students, staff, community and stakeholders served by non-traditional schools and/or programs within the Portland Public Schools. Students in these academic programs self-identify or are referred to these schools/programs when traditional schools may not fully serve their educational needs and objectives. Students are typically served for a limited duration of time and may transition from, to and between traditional Elementary, Middle, PK-8 and/or High Schools. Employees in these assignments may be located at a single or at multiple sites and may or may not be co-housed on the same campus as their assigned Assistant or Vice Principals. Through articulated and measurable standards, the Principal advances the district goal that every student succeeds, regardless of race or class, is meeting or exceeding academic standards and is fully prepared to make productive life decisions.

LEADERSHIP CHARACTERISTICS

Racial Equity: Leaders are able to adapt to a variety of situations and are committed to racial equity. They are able to build cultural awareness through self-reflection to identify one’s own racial and ethnic identity development. Leaders must invite multiple perspectives, actively listen and be willing to change by understanding the relationship between intent and impact of their decision.

Vision: Leaders inspire others to ideal future by providing a shared vision among stakeholders and by developing goals that focus on the District strategic initiatives. They are able to paint a big picture for others to understand the purpose of their work.

Communication: Leaders motivate others to understand their role and impact on the District’s vision through open communication that is proactive, sensitive and transparent. A powerful communicator is one who is aligned with the values of the organization and models listening, writing and speaking skills that build trust.

Organizational and Accountability Capability: Leaders hold others accountable to the values of the organization and hold themselves accountable for final outcomes by establishing clear structures for work to be accomplished.

Political Skill: Leaders build coalitions and bridges by cultivating support through sensitivity to relationships, understanding others’ perspectives, and by bringing others together to attain educational equity for all students.

Trust and Integrity: Leaders must be truthful and open to establish trust. They must also establish caring relationships and create an environment that fosters open and honest discussions.

Knowledge of:

- Research-based instructional strategies and models for improving instructional practices for all students.
- PK-12 Education public schools' laws, policies and guidelines related to administration, curriculum and leadership.
- District labor organizations and collective bargaining agreements.

Ability to:

- Manage systemic change and successfully implement equity transformation initiatives that produce significant gains in closing the opportunity gap.
- Motivate others and model effective leadership skills.
- Facilitate group decision making; engage in active listening.
- Take individual initiative; accept responsibility and be held accountable.
- Communicate a sense of vision and direction; adapt to change and remain flexible.
- Advocate, model and implement Portland Public School's Racial Equity, Equity in Public Purchasing and Contracting and Affirmative Action board policies.
- Use word processing, spreadsheet and presentation software.

Education and Training:

A State of Oregon issued Administrative License is required at the time of appointment.

Experience:

A minimum of two (2) years of successful school administrative leadership experience in an educational setting with demonstrated results in improving the academic performance of students required.

Experience working in an alternative non-traditional school, working in a richly diverse school community and environment and bilingual or multilingual skills are preferred.

Special Requirements:

Positions in this classification require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

Work hours will routinely include on- and off-campus evening and weekend activities and meetings and district, school and student functions.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in an elementary, middle, K-8 and/or High School campus environment, classroom, office, or through a third party provided facility, with extensive student, parent, social service agency, medical care provider contact and frequent interruptions. Work hours will routinely include on- and off-campus evening and weekend activities, meetings and district, school and student functions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in a school office and campus setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Exempt

Bargaining Unit: N/A

Salary Schedule: Licensed Administrator

Approval Date: July 1, 2015

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society.

The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

Board of Education Policy 1.80.020-P