SEATTLE PUBLIC SCHOOLS invites applications for the position of:

Principal - High School - Garfield

An Equal Opportunity Employer

SALARY: $158,641.60 - $165,859.20 Annually

OPENING DATE: 02/08/21

CLOSING DATE: Continuous

REQUIRED ATTACHMENTS:

OVERVIEW OF POSITION:

This position is only open to current SPS principal, SPS assistant principal, or applicants accepted into the 2019-20, 20-21, or 21-22 School Leader Principal Pool.

This position is open until filled. However, priority will be given to successful applicants who apply early. Interview date TBD.

Garfield High School is looking for a principal candidate who is dedicated to anti-racist practices in line with Seattle Public Schools School Board Policy 0040. The applicant must have experience in restorative justice and ethnic studies in a high school setting. Garfield High School is important to the community and is a part of the historic Black Legacy of the Central District. The applicant must have interest in engaging with the community and a respect and understanding of the community that this high school is a part of. Extensive experience in leading a school that fully embraces diversity of all (race, gender expression, religion, physical and mental aptitudes) is highly desirable. The candidate must have an understanding of our school's mission and vision and be comfortable speaking to it, as well as leading the community with those values.

Garfield is seeking an exceptional educational leader who will further enhance our school's outstanding programs and will embrace the school's mission and vision. Garfield is focused on supporting all of its students and ensuring that race, equity, and student engagement are foremost in all decisions that impact its programs. The ideal candidate will have a proven record as a dynamic, approachable student-centered leader with excellent communication, interpersonal and collaborative skills. He/she will demonstrate a firm knowledge of the needs of high school students, the complexity of high school programs and will have an understanding of how to both support and inspire the faculty to excel and further build upon Garfield's successes.

The successful candidate will be committed to supporting our core values of respect, trust, caring, safety, equity, and diversity. Our current teaching vision is to create a high school learning environment in which everyone's voice is included, positive relationships with one another and with our students are essential and an atmosphere of mutual respect permeates every aspect of our programs. Teachers and students need to be both supported, challenged, and inspired to reach their potential.

We expect and encourage the faculty to share in:
- Focus on collective inquiry teaching and learning
- A commitment to embracing collaboration for planning, practice, and shared learning

• Curriculum mapping with a focus on program articulation, alignment, and learner outcomes
• A continuing commitment to identifying and breaking down personal and systemic barriers to success for all students
• Decision-making through participation on leadership teams
• A distributive leadership model in which everyone is responsible for maintaining excellence and encouraging one another to make continuous learning essential to our success
• The collection of and use of data to identify program gaps and evaluate successes
• An ongoing commitment to continuous growth and improvement as instructional leaders and providers
• A willingness to acknowledge and incorporate real-world issues into the curriculum
• The development of the whole student and their potential as future leaders
• Technology integration
• Differentiated instruction
• Authentic/performance assessment
• Service-learning and teaching about global issues
• A sensitive and compassionate approach to the cultural realities
• Demonstrate excellent interpersonal and communication (listening, written, and oral) skills as well as strong analytical, decision-making, and planning skills.
• Demonstrated success in a multi-cultural school environment with the ability to foster trust in his or her leadership with teachers, students, and parents.
• Have demonstrated excellent organizational and managerial skills and the ability to work collaboratively with faculty and the administrative team to ensure the goals and plans of Garfield High School are achieved.

Supervision:
• Demonstrate behaviors and traits that build confidence among staff in the Assistant Principal's role as an educational leader and mentor.
• Ensure that all teachers and support staff have a clear understanding of their performance expectations.
• Supervise and evaluate faculty with the assistance of and in alignment with the other Assistant principals.
• Support and empower the development of teacher leaders
• Support the Continuous School Improvement Plan.
• Engage teachers authentically as mutual learners and both challenge growth and celebrate successes

Seattle Public Schools is committed to eliminating the opportunity gap. We value, support, and have the highest expectations of our school leaders. School leadership is second only to teaching in its impact on student learning. Because we believe students, teachers, and parents are worthy of highly skilled and effective school leaders, Seattle Public Schools' recruits and invests in school leadership with the expectation that leaders improve and support the performance of adults in service of student learning.

We expect our leaders to be guided, demonstrate, and be committed to the following professional standards: Equity, Adult Learning, Respect, Relationships, Excellence, and Reflection and Action.

Provides leadership and builds a structure of relationships in the school and community so that all students have an equal opportunity to learn and be productive members of the community.

STATEMENT OF ACCOUNTABILITY: Student achievement in a performance-based school is a shared responsibility involving the student, family, educators, and the community. The Principal's leadership is essential. As a leader, the Principal is accountable for the continuous growth of students and increased building performance as measured over time by state standards and locally determined indicators.

ESSENTIAL FUNCTIONS:
10%

- Leads the development, implementation, and evaluation of efforts related to student academic achievement, including reducing the disproportional gap; ensures that the school meets or makes satisfactory progress towards District standards on the School Effectiveness Profile, the goals in the Comprehensive School Improvement Plan (CSIP).

10%

- Provides instructional leadership for school staff; articulates clearly the mission and vision of the school as well as clear expectations of students and staff; leads instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals; identifies, implements, and monitors school-wide strategies that challenge high achievers and accelerates learning for low achievers; uses strategies that appreciate and recognize diversity; observes teaching and gives feedback based on Best Practices instructional strategies; accesses resources and people to assist instructional staff; provides for the professional development needs of teachers and staff, as identified in the CSIP; is knowledgeable about and complies with all relevant State and Federal laws and regulations and Board policies and Collective Bargaining Agreements. (10% of the time)

10%

- Leads the development, implementation and evaluation of data-driven CSIP's in collaboration with the Building Leadership Team and staff; ensures budget and staffing are aligned with CSIP and that the CSIP incorporates Standards Based Learning System (SBLS) and technology; establishes and executes a monitoring plan for instruction of SBLS and the infusion of technology into the instructional program; establishes and executes a monitoring plan for student intervention plans and accelerated learning plans (plans that meet individual student needs); uses data to drive all decisions.

20%

- Supervises and evaluates school staff; models District standards of ethics and professionalism; follows District policies and the collective bargaining agreements in evaluation of teachers/staff; visits classrooms and uses observation data to give feedback to teachers and to document performance; monitors, assists, and evaluates staff implementation of school improvement plans and effective instructional and assessment practices; evaluates staff appropriately based on expectations; takes appropriate steps when employees do not meet performance expectations or engage in misconduct; encourages staff to engage in learning; increases understanding and use of best professional practices. (20% of the time)

5%

- Maintains a safe and orderly environment; prepares emergency procedures and communicates them to students, teachers and staff; collaboratively develops and implements a school discipline plan that contains clear expectations, a system of positive reinforcement, and sequential, consistent, progressive consequences and addresses disproportionality in discipline; reviews it annually and keeps a record of student discipline; takes quick and appropriate action when student or staff safety is at stake; maintains and monitors safety and order by being accessible and visible in hallways, on playgrounds, during arrival/dismissal of students, etc.; maintains a clean and orderly school site; consistently follows-through with reasonable judgment.

5%
• Influences a school culture conducive to continuous improvement for students and staff; fosters, recognizes, and supports ethnic, cultural, gender, economic and human diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all; establishes positive relationships with teachers, staff, parents and students with an attitude of appreciation, respect, and the highest level of professionalism; collaborates with Building Leadership Team, all staff, parents, and community when decisions affect them but is appropriately decisive, when appropriate; develops and recognizes teacher/staff leaders; acknowledges employees who exceed performance expectations; provides for school, students, staff celebrations so high performance, customs and traditions can be honored; promotes, maintains and fosters a harassment free environment.

15%

• Administers and manages human resources; communicates effectively verbally and in writing; increases understanding and use of current professional skills in technology, systems thinking and other areas; complies with contracts established by the school and District; recommends staffing in accordance with District standards and within the focus of the school; develops systems, personally and within the school, that cause the school to operate efficiently; equitably distributes responsibilities to staff matching strengths with duties, when possible; solves problems effectively and mediates conflict when it occurs; seeks assistance from the central administration in a collaborative manner; makes day-to-day decisions needed to run the school.

10%

• Administers and manages fiscal resources effectively; collaboratively facilitates the preparation, implementation, and monitoring of the school's annual budget in alignment with the CSIP and staffing plan; seeks additional resources for school and manages resources effectively; allocates and expends funding to provide for the unique needs of children who are categorized as special education, bilingual, Title I, etc.; seeks staff input on the development of the CSIP, the Professional Development Plan and the school's budget.

10%

• Develops and maintains effective community relationships; seeks community support to form new partnerships as aligned with the school mission, vision, and CSIP; fosters relationships with other organizations and partners; involves staff in partnership activities; promotes the school to attract enrollment; maintains positive media relationships; is responsive to parent concerns.

5%

• Participates in activities to enhance personal and professional development, including District leadership development opportunities; expands use of technology; demonstrates and utilizes a variety of group process and facilitation skills; prepares and implements an annual individual professional development plan after self-reflection and input from supervisor; implements a self-care plan; increases understanding and use of best professional practices.

OTHER FUNCTIONS:

• Attends meetings, activities and events; serves on a variety of committees; make presentations; serves as a mentor or trainer for other administrative staff.
• Performs related duties consistent with the scope and intent of the position.
REPORTING RELATIONSHIPS:

Reports to the Executive Director K-12 Schools

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge:

- Knowledge and ability to gather, analyze and use data to create, evaluate, and manage a school budget plan
- Involve staff and community in developing the budget plan
- Of laws related to special areas (ASB, special programs, grants)
- In recruiting and securing the best applicants for the job
- Use effective staff development and improvement strategies
- Of effective practices, rules and regulations, related to staff supervision, coaching, and evaluation
- To take someone through probation and non-renewal
- Effectively conduct and confront difficult issues and discussions
- Focus school financial and human resources on teaching and learning

Skills:

- Articulate a shared belief vision for continuous improvement and life-long learning
- Develop an atmosphere of personal responsibility, trust, and collaboration among students and staff
- Promote and ensure respect and equity in the treatment of staff and students
- Understand the needs and strengths of the individuals in the school;
- Apply effective group processing skills
- Promote and model life-long learning and continuous growth
- Recognize and celebrate efforts and achievements
- Articulate a vision with students, staff and parents
- Act proactively in advancing the SIP's impact on learning
- Guide staff through the change process while maintaining focus on student learning goals
- Assist staff in self evaluation leading to effective practice
- Engage all instructional staff in decision-making, implementing, and evaluating the SIP
- Use data to make informed decision-making about instruction and assessment
- Use a variety of monitoring structures, e.g., informal observation, assessment analysis, formal lesson observation, etc., to improve instruction and assessment
- To clearly communicate effective instructional and assessment practice for staff
- Develop collaboration and peer monitoring among staff
- Use effective communication skills and strategies to: market the school to enlist community support, resolve conflicts among individuals and groups, build common focus and collaboration to enhance student learning
- Partner and collaborate with administrative colleagues
- Build collegial and collaboration relationships with and among school staff members
- Share leadership based upon situation and need
- Identify and involve business and community leaders and key communicators
- Use a variety of vehicles and tools to communicate about student learning with constituents, both within and outside of the school
- Gather and use relevant data regarding community resources to student learning and their attitudes about the school
- Work with local media to get the word out regarding student learning
- Celebrate success across the school and community
- Break down barriers between school and community; of diversity issues
- Use recognition of strengths and potential areas of conflict to guide actions

Abilities:
• Shape school climate and implement systems that promote safety & order
• To use a variety of instructional, management, discipline, assessment, and placement options to establish an environment conducive to quality instruction
• Of legal and district policy requirements regarding discipline and safety
• To review, analyze, and revise school safety and discipline plans based on school data
• Develop open communication systems that allow for proactive identification and intervention of potential incidents
• To establish and implement crisis plans and to follow up appropriately
• Respond effectively in a timely manner when incidents occur
• Communicate so that students, parents, and community members are confident the school is safe
• Of special education discipline/504 regulations and laws
• Identify and use community resources
• Implement the components and purpose of the Continuous School Improvement Plan (CSIP)
• Analyze data to assess the effectiveness of CSIPs
• Communicate clearly and interpret data results with constituent groups (staff, parents, board, community)
• Collaborate, consensus build, and problem-solve with individuals and groups
• Create, facilitate and mobilize a group to implement the CSIP
• Implement current education reform elements, e.g., Common Core, EALRs, MSP, state learning goals, classroom-based assessments, etc.
• Use assessment to diagnose learner needs and to design appropriate learning intervention to improve success on state and local measures
• Focus staff on priorities of teaching and learning
• Guide staff in curriculum alignment process
• Assist staff in adjusting to and accepting changes, especially the changes in teaching, learning and assessment
• Guide staff in alignment processes within and across curriculum areas and grade levels
• Of best practices of instruction and assessment
• Engage instructional staff in frequent conversations/reflection about classroom practice
• Supervise and evaluate school staff
• Model District standards of ethics and professionalism
• Follow District policies and the collective bargaining agreements in evaluation of teachers/staff
• Visit classrooms and use observation data to give feedback to teachers and to document performance
• Monitor, assist, and evaluate staff implementation of school improvement plans and effective instructional and assessment practices
• Evaluate staff appropriately based on expectations
• Take appropriate steps when employees do not meet performance expectations or engage in misconduct
• Encourage staff to engage in learning
• Increase understanding and use of best professional practices

CONDITIONS & DISCLAIMERS:

The above statements are intended to describe the general nature and level of work being performed by those assigned to this position and are not to be construed as an exhaustive list of all responsibilities, duties and skills. Employees may be required to perform duties outside of their normal responsibilities from time to time as needed. District employees are not authorized to make promises of employment for a particular period of time, or promises of a particular level of compensation or benefits to job applicants for certified or classified positions, and that any such agreement must be in writing and signed by the Superintendent. Any verbal or written statements to that effect by District employees other than the Superintendent are null and void. Additonally nothing in this job description restricts management’s right to assign or reassign duties and responsibilities.
TYPICAL QUALIFICATIONS:

EDUCATION:
Master's degree in education or related field

YEARS OF EXPERIENCE:
Three (3) years of successful certificated school experience or as required to obtain a Washington State principal certificate at the appropriate school level.

CERTIFICATIONS & LICENSES:
Valid Washington State Principal's Certificate with appropriate level of school emphasis. Valid Washington State Driver's License or evidence of equivalent mobility.

CLEARANCES:
Criminal Justice Fingerprint or Background Check.

SUPPLEMENTAL INFORMATION:

The following material should accompany your application:

1. Resume
2. At least three current references email addresses with accurate updated contact information.
3. A Letter of Interest addressed to Director of Schools that addresses why you should be considered for the position of Principal; what instructional and leadership strengths you would bring to that community; and what your vision is for the school. Please limit your response to no more than one page typed using 12 point font with .75" margins on all sides. Please save your response in a PDF titled [school name] (your name) DS Letter of Interest and attach it to your application.
4. Prepare what would be the final draft of a "Welcome Back" letter for staff, families, and students as they return in September of 2021. Your letter should capture what you hope to share with your community as you begin your first September as their principal. Please limit your response to no more than one page typed using 12 point font with .75" margins on all sides. Save your response in a PDF named [school name] (your name) Welcome Back Letter and attach it to your application.

Out-of-State Applicants - All Administrators hired must have a Washington State Administrator Certification before the July 1, 2021 start date. For information about the certification processes for Washington State please contact the Office of Superintendent of Public Instruction (OSPI) https://www.k12.wa.us/certification/administrator-certificate/out-state-applicants-administrators

Seattle Public Schools, SPS, provides Equal Educational Opportunities and Equal Employment Opportunities and does not discriminate in any programs or activities on the basis of sex; race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation, including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental or physical disability; honorably discharged veteran or military status; or the use of a trained dog guide or service animal.

For employee questions about or requests for disability related accommodations and/or complaints of alleged discrimination, including sexual harassment, contact: Assistant Superintendent of Human Resources, Seattle Public Schools, Mailstop 33-157, P.O. Box 34165, Seattle, WA 98124-1166, 206-252-0024, or hreeoc@seattleschools.org

For students and members of the public, the following employees have been designated to handle questions and complaints of alleged discrimination: Office of Student Civil Rights, 206-252-0306, oscr@seattleschools.org, or by mail at Seattle Public Schools, MS 32-149, P.O. Box 34165, Seattle, WA 98124-1166. In that department:
For sex discrimination concerns, including sexual harassment, contact: Title IX Coordinator, 206-252-0367, or Title.IX@seattleschools.org
For disability discrimination concerns contact: ADA/Section 504 Grievance Coordinator, 206-252-0178, or accessibility@seattleschools.org

APPLICATIONS MAY BE FILED ONLINE AT:
http://www.seattleschools.org/careers

OUR OFFICE IS LOCATED AT:
2445 3rd Ave South
Seattle, WA 98124-1165
206-252-0215
seridick@seattleschools.org

PRINCIPAL - HIGH SCHOOL - GARFIELD
Job #18448

Principal - High School - Garfield Supplemental Questionnaire

* 1. I am a current sitting SPS principal, SPS assistant principal or I have been accepted into the 2019-20, 20-21 School Leader Principal Pool?
   - Yes
   - No

* 2. To be eligible for this position you MUST have a valid Washington State Administrator certificate by July 2021. Will you have a valid Washington State Administrator Certificate by July 2021?
   - Yes
   - No

* Required Question