

PRESTON COUNTY SCHOOLS  
731 PRESTON DRIVE, KINGWOOD, WV 26537  
NOTICE OF VACANCY  
2017-2018 SCHOOL TERM

Posting Date:	July 11, 2017	Closing Date:	July 17, 2017
Posting Title:	Assistant Principal	Location:	Preston High School
Certification:	Principal 9-12	Budget Source:	State Aid/Local
Supervisor:	Principal		

Salary: Based on degree level, experience, state and county supplements.

Employment Term: 215 days; effective July 25, 2017, for the 2017-2018 school year

Application Process: Submit a letter of interest, a bid sheet, a copy of current certification, and a resume to the personnel office either by mail or fax (304-329-0720) by 4:00 p.m. on the closing date.

Responsibilities:

In addition to established laws, policies, rules and regulations, job descriptions for administrators shall include the following responsibilities:

1. Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance,
2. Provides purpose and direction for schools/county,
3. Demonstrates cognitive skills to gather, analyze and synthesize information to reach goals,
4. Manages group behaviors to achieve consensus,
5. Enhances quality of total school/county organization,
6. Communicates effectively,
7. Provides leadership in the implementation of technology standards,
8. Performs tasks and assumes other responsibilities as designated by the immediate supervisor and/or superintendent,
9. Evaluation of personnel,
10. Perform other duties as assigned.

Minimum Qualifications:

1. Possess Master's Degree in Education;
2. Possess Principal Certification 9-12;
3. Possess administrative evaluation certification;
4. Possess WV Teacher Certification endorsed for 9-12 or eligible for such preferred;
5. Possess three years of grades 9-12 teaching experience or comparable experience preferred;
6. Possess excellent verbal and writing skills;
7. Possess knowledge of school law, state policy and federal education law and policy;
8. Possess ability to work with school/community relations;
9. Possess proficiency in the use of technology for effective school management, including WVEIS, Windows and Internet;
10. Possess a general understanding of the operations of elementary and middle school programming;
11. Possess knowledge of the process for developing and implementing the school strategic plan;
12. Possess the ability to effectively develop and implement a positive or preventive student management program;
13. Possess the ability to disaggregate test scores and develop programs to combat areas of relative weakness;
14. Possess the knowledge and understanding of how to effectively utilize evaluations and staff development to improve employee effectiveness;
15. Possess the knowledge of effective strategies for meeting the educational needs of all students;
16. Possess the ability to effectively carry out responsibilities of the position;
17. Documented skills in working with adolescent youths;
18. Applicants who have been dismissed or who have had their contracts non-renewed for cause by another school district are not eligible for consideration;
19. Satisfactory past evaluations;

## Performance Characteristics:

Performance characteristics in this section are the state adopted responsibilities for administrators. The purpose is to clarify responsibilities of the administrator and to provide guidance to the administrator in understanding job expectations.

### 1. Instructional Leadership

Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student achievement. Items which reflect instructional leadership competencies:

- Demonstrates a knowledge of supervision to improve instruction,
- Uses the evaluation process to improve instruction effectively,
- Analyzes a variety of educational data to focus on student achievement,
- Guides teachers in their professional growth, and
- Facilitates a climate that is conducive to student learning and development.

### 2. Purpose and Direction

Proactive Orientation Views self as the school=’s/county=’s leader, initiates action, takes responsibility and motivates others to assist in setting and achieving the goals. Items which reflect instructional leadership competencies:

- Accepts authority and assumes responsibility,
- Analyzes negative and positive forces affecting the school/county;
- Takes immediate steps when problems arise,
- Focuses resources on strategic goals,
- Uses problem solving strategies,
- Exhibits a positive attitude,
- Encourages and facilitates meaningful and effective parent-teacher communication, and
- Commands respect by example in appearance, manners, behavior and language.

### 3. Educational Values

Manifests values about the school/county including students=’ welfare, fairness to staff, effective communication with parents, and demonstrates behavior consistent with the values. Items which reflect instructional leadership competencies:

- Promotes the welfare of students, faculty and staff, and
- Sets high expectations and articulates them to community, parents, staff and students.

### 4. Cognitive Skills

Interpersonal Skills. Listens, understand and verbalizes the concepts, thoughts and ideas held by others to ensure an understanding of their feelings and position. Items which reflect interpersonal skills:

- Encourages others to describe their perspectives,
- Respects others=’ perspectives, and
- Listens to others.

### 5. Problem Analysis

Searches for relevant data and analyzes complex information before arriving at an understanding of an event or a problem using formal and informal observations, research and interaction in gathering information. Items which reflect problem analysis:

- Gathers information about the school, county, students, parents and community as appropriate,
- Attends professional development sessions that are relevant to goals, and
- Accesses computer and management information systems.

### 6. Judgment

Generates, evaluates, and selects effective solutions in making decisions and solving problems. Items which reflect judgment:

- Values divergent thinking,
- Compares consequences of options, and
- Makes decisions after data are analyzed.

### 7. Leadership

Managing Interaction. Demonstrates effective use of group processes and facilitator skills. Items which reflect managing interaction:

- Identifies self as a team leader,
- Intervenes, negotiates, resolves conflict as needed,
- Facilitates communication, and
- Creates cooperative atmosphere.

### 8. Persuasiveness

Gains and sustains the attention and interest of others. Items which reflect persuasiveness:

- Ties needs to established goals,
- Articulates expected outcomes, and
- Develops trust by modeling behavior.

9. Sensitivity

Understands the diversity among different groups and modifies interaction style to fit the situation. Items which reflect sensitivity:

- Understands how own behavior may affect others,
- Adjusts strategies when ineffective,
- Exhibits appropriate interaction skills, and
- Deals effectively with emotional issues.

10. Quality Enhancement

Personal Motivation. Establishes high work standards for self and others. Items which reflect personal motivation:

- Promotes excellence by evaluating goals,
- Sets standards for goal accomplishment,
- Considers feedback, and
- Assesses own strengths and limitations.

11. Management

Devises opportunities to receive adequate information on the progress of work accomplishments, delegates activities and offers timely feedback relating to quality and productivity. Items which reflect management:

- Supervises and monitors performance of staff,
- Collects and records performance data,
- Judges performance using criteria,
- Reinforces desirable behavior,
- Accesses computer and management information systems, and
- Demonstrates effective school financial management.

12. Coaching

Creates opportunities for development of human resources through effective use of coaching, and the use of staff development to foster individual growth. Items which reflect coaching:

- Builds a supportive environment for learning,
- Provides timely and specific feedback,
- Reinforces growth and development, and
- Exhibits effective conferencing skills.

13. Organization

Organizational Ability. Develops a plan to meet goals by focusing on time lines and flow of activities, and identifies resources needed to accomplish the job. Items that reflect organizational ability:

- Plans for goal accomplishment,
- Establishes priorities,
- Budgets and allocates resources,
- Assigns tasks and activities, and
- Plans for contingencies.

14. Delegation

Delegates authority and responsibility clearly and appropriately. Items which reflect delegation:

- Assesses expertise of self and others,
- Determines tasks to be assigned,
- Determines tasks needing outside assistance,
- Establishes performance standards, and
- Provides guidance.

15. Communications

Oral Communications. Uses verbal skills to communicate appropriately. Items which reflect oral communications:

- Pronounces words and articulates clearly,
- Speaks confidently, and
- Uses correct grammar.

16. Written Communications

Demonstrates skill in writing appropriately to the intended audience. Items which reflect written communications:

- Writes with clarity and conciseness, and
- Uses correct grammar, spelling and appropriate language.

17. Technology Leadership (effective July 1, 2003)

Demonstrates and creates opportunities for personnel to become competent and knowledgeable in the implementation of technology standards. Items which reflect technology leadership competencies:

Inspires a shared vision for comprehensive integration of technology and fosters an environment and culture conducive to the realization of that vision,

Ensures that curricular design instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching,  
Applies technology to enhance professional practice and to increase his/her own productivity and that of other personnel,  
Ensures the integration of technology to support productive systems for learning and administration, uses technology to plan and implement comprehensive systems of effective assessment and evaluation, and  
Understands the social, legal and ethical issues related to technology and models responsible decision- making related to these issues.

*Equal Employment Opportunity: As required by Federal law and regulations, the Preston County Board of Education and the County Office do not discriminate on the basis of sex, religion, race, color, disability, age or national origin in employment or in its education programs and activities. Inquiries may be referred to the Title IX Coordinator, Preston County Schools, 731 Preston Drive, Kingwood WV 26537, Telephone 304 329-0580, or to the United States Department of Education Director of the Offices for Civil Rights.*