



**TITLE: SECONDARY PROFESSIONAL GROWTH SYSTEMS,  
PRINCIPAL**

**WORK YEAR: 217 Days**

**REPORTS TO: Assistant Superintendent of Professional Growth**

**EDUCATION, TRAINING, AND EXPERIENCE:**

Masters degree in educational administration or related field; five years or more of successful current experience as an elementary, middle, or high school principal in a public school setting, the last three of which must have been in Riverside Unified School District (RUSD). Documented evidence of improving student achievement and building the capacity of employees; documented experience exhibiting strong instructional leadership skills; experience in modeling leadership behavior to adult learners in a variety of settings and in counseling and mentoring adults.

**PRIMARY FUNCTION:**

Under direction of the Assistant Superintendent of Professional Growth Systems, the Consulting Principal (CP) is charged with building the capacity of first year principals and principals who are new to RUSD, acting or have a change in level. The CP will provide direct assistance and support to all administrators who are evaluated as ineffective as they enter or progress through the professional growth system.

The CP conducts formal and informal observations, provides timely, written feedback and monitors implementation of recommendations provided through formal and informal observations to ensure that the direct assistance and support are aligned to maximize a successful outcome. The CP collects, presents and provides evidence of performance to a Review Panel on the progress of principals/administrators assigned to the caseload and provides an end-of-year summary report to the Panel.

At the end of the three-year cycle, the CP returns to another Administrative position for which he/she is qualified.

**SPECIAL REQUIREMENTS:**

This is a 3 year rotating position, after which the CP returns to another Administrative position for which they are qualified.

**CERTIFICATE AND LICENSE REQUIREMENTS:**

Teaching Credential  
Administrative Services Credential

## **REPRESENTATIVE DUTIES:**

- Demonstrates comprehensive knowledge of the Professional Growth System for administrators and strategically supports clients on their caseload to identify and utilize available resources.
- Assists in the development and implementation of an intensive program of intervention for principals, principal interns and administrators referred to the Review Panel who are in need of significant support and improvement.
- Utilizes the California Professional Standards for Educational Leaders (CPSEL) when providing written and verbal feedback to client.
- Provides mentoring and support for the following: new principals to RUSD, individuals newly promoted from within RUSD, principal interns and administrators. Observes and confers with each principal/administrator assigned to the caseload.
- Prepares documents associated with observations, conferences, and summative reports.
- Works with assigned clients to broaden skills and deepen knowledge in collaboration and teamwork.
- Assists assigned principals/administrators in the continuous improvement efforts for the school/system and in building professional learning communities that support the identified goals of the school.
- Coaches principals in analyzing national, state, and local assessments and accessing data management systems to interpret and inform instructional leadership through the synthesis and analysis of student performance data.
- Models effective leadership skills and works cooperatively with PGS in developing and implementing professional development for principals/administrators.
- Networks with resources outside of RUSD (such as universities or national associations) to provide support to principals/administrators.
- Serves on various professional development and cross-functional teams.
- Provides direction and coaching to assigned principals/administrators in assessing school/office and community needs in order to expand and improve community relations.
- Demonstrates excellent communication skills in providing specific, concrete feedback in all performance standards in a timely manner to assigned principals/administrators.
- Utilizes best practices in school/system leadership and is knowledgeable about the literature of leadership, change management and adult learning theory.
- Understands and applies the leadership standards in the CPSELs. Performs related duties consistent with the scope and intent of the position.

## **KNOWLEDGE, SKILLS, AND ABILITIES:**

A strong instructional leader with a proven record and considerable knowledge and ability to demonstrate best practices in a variety of leadership methods and to model the leadership of school improvement with a repertoire of coaching skills and strategies for adult learners; thorough knowledge and demonstrated ability to analyze student performance and achievement data, through multiple measures, and to assist school/system leaders to effectively incorporate analyses into school/office improvement; considerable knowledge and an ability to demonstrate understanding and effective use of the Administrative Professional Growth System; an ability to counsel and mentor adults in need of professional assistance and growth; demonstrated knowledge of RUSD strategic priorities, core values, curriculum, initiatives, and thorough understanding of TK through 12 vertical articulation and ability to assist adult learners to see the comprehensive educational picture; demonstrates an understanding of strategic priorities and the multiple measures utilized to elevate the school's instructional program; proven outstanding communication, interpersonal, organizational, problem-solving, and leadership skills; considerable knowledge and ability to utilize various technology platforms for communication and documentation.

## **WORKING CONDITIONS:**

### **Physical:**

- Ability to push, pull, and transport instructional and/or presentation materials
- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels
- Ability to bend, twist, stoop and reach
- Ability to drive a personal vehicle to conduct business

### **Mental:**

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Problem solving
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication
- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels

### **Environment:**

- Indoor – frequently
- Outdoor – occasionally
- Ability to work at a desk and in meetings of various configuration