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**PRESTON COUNTY SCHOOLS**  
731 Preston Drive, Kingwood, West Virginia 26537 - 304-329-0580 - Fax 304-329-0720  
**NOTICE OF VACANCY**  
**2010-2011 SCHOOL TERM**

Posting Date: August 20, 2010 Closing Date: August 26, 2010  
Posting Title: Principal Location: Tunnelton/Denver Elementary  
Employment Term: 215 Days 2010-2011 School year.  
Immediate Supervisor: Superintendent / Assistant Superintendent  
Salary: Based upon certification, experience, and principal salary supplements.  
Certification: Principal PK-6

To bid on this position, submit a bid sheet, letter of interest, a copy of Administrative Certificate, and resume' to Personnel Office, Preston County Schools, 731 Preston Drive, Kingwood, West Virginia 26537 or by fax.

**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, and
7. Effective July 1, 2003, provides leadership in the implementation of technology standards.
8. Provides for the development, oversight and implementation of the Safe & Drug Free Schools Grant for the County.
9. May, at the Superintendents discretion, assume responsibility for calling out substitute personnel.
10. Perform tasks and assume other responsibilities as the Superintendent or immediate supervisor may assign.

**Minimum Qualifications:**

1. Possess Master's Degree in Education, Administration/ Leadership Studies;
2. Possess WV Teacher Certification endorsed for PK-6 or eligible for such;
3. Possess three years of Elementary Pre K-6 Teaching experience or comparable experience;
4. Possess superior interpersonal skills and organizational abilities;
5. Possess excellent verbal and writing skills;
6. Possess knowledge of school law, state policy and federal education law and policy;
7. Possess ability to work with school/community relations;
8. Possess proficiency in the use of technology for effective school management, including WVEIS, Windows and Internet;
9. Possess a general understanding of the operations of elementary school programming;
10. Possess knowledge of the process for developing and implementing a Unified School Improvement Plan;
11. Possess the ability to effectively develop and implement a positive or preventive student management program;
12. Possess the ability to desegregate test scores and develop programs to combat areas of relative weakness;
13. Possess the knowledge and understanding of how to effectively utilize evaluations and staff development to improve employee effectiveness;
14. Possess the knowledge of effective strategies for meeting the educational needs of all students;
15. Possess the ability to effectively carry out responsibilities of the position.

**Performance Characteristics:**

- I. 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.
- II. Instructional Leadership
  - A. Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student achievement. Items which reflect instructional leadership competencies:
    1. Demonstrates a knowledge of supervision to improve instruction,

2. Uses the evaluation process to improve instruction effectively,
  3. Analyzes a variety of educational data to focus on student achievement,
  4. Guides teachers in their professional growth, and
  5. Facilitates a climate that is conducive to student learning and development.
- III. Purpose and Direction
- A. 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:
1. Accepts authority and assumes responsibility,
  2. Analyzes negative and positive forces affecting the school/county;
  3. Takes immediate steps when problems arise,
  4. Focuses resources on strategic goals,
  5. Uses problem solving strategies,
  6. Exhibits a positive attitude,
  7. Encourages and facilitates meaningful and effective parent-teacher communication, and
  8. Commands respect by example in appearance, manners, behavior and language.
- IV. Educational Values
- A. 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:
1. Promotes the welfare of students, faculty and staff, and
  2. Sets high expectations and articulates them to community, parents, staff and students.
- V. Cognitive Skills
- A. 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:
1. Encourages others to describe their perspectives,
  2. Respects others' perspectives, and
  3. Listens to others.
- B. 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:
1. Gathers information about the school, county, students, parents and community as appropriate,
  2. Attends professional development sessions that are relevant to goals, and
  3. Accesses computer and management information systems.
- C. Judgment. – Generates, evaluates, and selects effective solutions in making decisions and solving problems. Items which reflect judgment:
1. Values divergent thinking,
  2. Compares consequences of options, and
  3. Makes decisions after data are analyzed.
- VI. Leadership
- A. Managing Interaction. – Demonstrates effective use of group processes and facilitator skills. Items which reflect managing interaction:
1. Identifies self as a team leader,
  2. Intervenes, negotiates, resolves conflict as needed,
  3. Facilitates communication, and
  4. Creates cooperative atmosphere.
- B. Persuasiveness. – Gains and sustains the attention and interest of others. Items which reflect persuasiveness:
1. Ties needs to established goals,
  2. Articulates expected outcomes, and
  3. Develops trust by modeling behavior.
- C. Sensitivity. – Understands the diversity among different groups and modifies interaction style to fit the situation. Items which reflect sensitivity:
1. Understands how own behavior may affect others,
  2. Adjusts strategies when ineffective,
  3. Exhibits appropriate interaction skills, and
  4. Deals effectively with emotional issues.
- VII. Quality Enhancement
- A. Personal Motivation. – Establishes high work standards for self and others. Items which reflect personal motivation:
1. Promotes excellence by evaluating goals,
  2. Sets standards for goal accomplishment,

3. Considers feedback, and
  4. Assesses own strengths and limitations.
- B. 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:
1. Supervises and monitors performance of staff,
  2. Collects and records performance data,
  3. Judges performance using criteria,
  4. Reinforces desirable behavior,
  5. Accesses computer and management information systems, and
  6. Demonstrates effective school financial management.
- C. 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:
1. Builds a supportive environment for learning,
  2. Provides timely and specific feedback,
  3. Reinforces growth and development, and
  4. Exhibits effective conferencing skills.
- VIII. Organization
- A. 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:
1. Plans for goal accomplishment,
  2. Establishes priorities,
  3. Budgets and allocates resources,
  4. Assigns tasks and activities, and
  5. Plans for contingencies.
- B. Delegation. – Delegates authority and responsibility clearly and appropriately. Items which reflect delegation:
1. Assesses expertise of self and others,
  2. Determines tasks to be assigned,
  3. Determines tasks needing outside assistance,
  4. Establishes performance standards, and
  5. Provides guidance.
- IX. Communications
- A. Oral Communications. – Uses verbal skills to communicate appropriately. Items which reflect oral communications:
1. Pronounces words and articulates clearly,
  2. Speaks confidently, and
  3. Uses correct grammar.
- B. Written Communications. – Demonstrates skill in writing appropriately to the intended audience. Items which reflect written communications:
1. Writes with clarity and conciseness, and
  2. Uses correct grammar, spelling and appropriate language.
- X. Technology Leadership (effective July 1, 2003)
- A. Definition – Demonstrates and creates opportunities for personnel to become competent and knowledgeable in the implementation of technology standards identified in §14.8.1. Items which reflect technology leadership competencies:
1. Inspires a shared vision for comprehensive integration of technology and fosters an environment and culture conducive to the realization of that vision,
  2. Ensures that curricular design instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching,
  3. Applies technology to enhance professional practice and to increase his/her own productivity and that of other personnel,
  4. 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
  5. 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.*

