

# DISTRICT SCHOOL BOARD OF PASCO COUNTY

## Administrative JOB DESCRIPTION

### Principal Coach

<b>Department:</b> ASSA	<b>Job Code:</b> TBD
<b>FLSA:</b> <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt	<b>Salary Schedule:</b> 10
<b>Reports To:</b> Assistant Superintendent for Student Achievement	<b>Work Days:</b> 245
<b>Board Approved Date:</b> June 18, 2013	<b>Work Hours:</b> 8 hrs/day

**JOB GOAL:** Responsible for ensuring a quality education for every student by coaching school leadership teams. This includes developing the knowledge, skills and abilities in these teams throughout the district to effectively implement district priorities; providing differentiated support to specific school leaders; and monitoring efforts to ensure implementation that will lead to student success. Also responsible for working closely with the Assistant Superintendent for Student Achievement and Learning Community Executive Directors to facilitate support between the central offices and schools focused on academic achievement and equitable practices for all.

#### ESSENTIAL DUTIES & RESPONSIBILITIES:

*The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.*

1. Provide guidance to school leadership teams to develop goals that are aligned to the District's missions, beliefs, and priorities.
2. Assist school leadership teams with shaping a vision of academic success for *all* students.
3. Assist school leadership teams in creating hospitable climates where stakeholders feel a cooperative spirit and take risks.
4. Build capacity for school stakeholders to promote standards-driven instruction and professional growth within professional learning communities.
5. Create opportunities for school leaders across school sites to collaborate and learn from one another.
6. Support the development of school leaders as reflective practitioners.
7. Ensure a link between professional development and a change in practice by building and/or deepening the knowledge in school leaders on how to progress monitor, including observation, feedback and reflection.
8. Facilitate solutions and identify discrepancies between goals and current status in order to stimulate achievement.
9. Provide support for assigned schools' continuous improvement objectives and strategies.
10. Assist with the coordination of instructional programs and services to ensure efficient implementation and avoid duplication or overlap of efforts, and support a systemic approach to curriculum and instructional planning, development, implementation, and evaluation.
11. Participate in school advisory, business, and community groups and activities; serve with other educational leaders on work groups, committees, and project action teams that directly support schools.
12. Perform other duties as assigned.

#### MINIMUM REQUIREMENTS:

*Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.*

#### KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to communicate effectively with a variety of audiences in written and oral form using positive interpersonal skills
- Ability to employ effective coaching and facilitation skills to lead school teams to plan for and respond to learning across content areas
- Ability to reflect and apply knowledge from current research on best practices for improving student achievement
- Ability to work collaboratively with others and facilitate groups to consensus
- Knowledge and understanding of the Common Core State Standards and effective instructional strategies

#### EDUCATION, TRAINING & EXPERIENCE:

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- Master's degree from an accredited institution
- Experience in leadership of curriculum and instruction
- Demonstrated experience as a public school principal that has achieved results
- Must have a combined total of at least five years of experience as a principal and in leadership of curriculum and instruction.

### CERTIFICATES, LICENSES, & REGISTRATIONS:

- Certification in Educational Leadership, School Principal or Professional School Principal

**SUPERVISORY RESPONSIBILITY:** none

### PHYSICAL REQUIREMENTS *(Describes physical conditions of this position):*

**"X"**

X	Sedentary Work	Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull or move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
	Light Work	Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and / or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.
	Medium Work	Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force constantly to move objects.
	Heavy Work	Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
	Very Heavy Work	Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

### PHYSICAL ACTIVITY:

*(Physical activities of the job are listed below and are with or without accommodations for disabilities for this position. Frequency of each applicable activity is noted according to the following: R = Regularly; F = Frequently; O = Occasionally, S = Seldom)*

R	Sitting	Resting with the body supported by the buttocks or thighs.
F	Standing	Assuming an upright position on the feet particularly for sustained periods of time.
R	Walking	Moving about on foot to accomplish tasks, particularly for long distances.
S	Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. using feet and legs and/or hands and arms.
O	Balancing	Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.
O	Bending	Lowering the body forward from the waist.
O	Stooping	Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
O	Kneeling	Bending legs at knee to come to a rest on knee or knees.
O	Crouching	Bending the body downward and forward by bending leg and spine.
O	Crawling	Moving about on hands and knees or hands and feet
O	Twisting	Moving body from the waist using a turning motion.
F	Reaching	Extending hand(s) and arm(s) in any direction
O	Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward or outward exerting up to ____ pounds of force
O	Pulling	Using upper extremities to drag, haul or tug objects in a sustained motion exerting up to ____ pounds of force.
O	Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position- to-position through the use of the upper extremities and back muscles exerting up to ____ pounds of force.

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R	Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
R	Grasping	Applying pressure to an object with the fingers and palm.
F	Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips
F	Repetitive Motions	Substantial and continuous movements of the wrists, hands, and/or fingers.
R	Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
R	Hearing Acuity	The ability of perceive speech and other environmental sounds at normal loudness levels.
R	Visual Acuity	The power to see at a level which allows reading of numbers and text, operations of equipment inspection of machines, etc.

### WORKING CONDITIONS:

*(Conditions the worker will be subject to in this position with or without accommodations for disabilities. Indicate all that apply to the position with an "X". Please note that there can be more than one condition.)*

<b>X</b>	Outdoors	The worker is subject to outside environmental conditions. There is not effective protection from weather conditions such as wind, moisture, sunlight, extreme temperature changes, etc.
	Indoors	The worker is subject to inside environmental conditions. There is protection from weather conditions but not necessarily from temperature changes.
X	Indoors and Outdoors	The worker is subject to both environmental conditions. Activities occur inside and outside.
	Cold	The worker is subject to extreme cold. Temperatures are below 32 degrees for periods of more than one hour.
	Heat	The worker is subject to extreme heat. Temperatures are above 100 degrees for periods of more than one hour.
	Noise	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above the ambient noise level.
	Vibration	The worker is subject to vibration. There is exposure to oscillating movements of the extremities or whole body.
	Hazards	The worker is subject to hazards. This includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places and exposure to high heat or chemicals.
	Atmospheric Conditions	The worker is subject to atmospheric conditions. One or more of the following conditions affect the respiratory systems or the skin: fumes, odors, mists, gases or poor ventilation.
	Oils	The worker is subject to oils. There is air and/or skin exposure to oils and other cutting fluids.
	Respirator	The worker is required to wear a respirator.
	None	The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).
	Other	

### MACHINES, TOOLS, EQUIPMENT:

*(Machines, tools, equipment, electronic devices, vehicles, etc, used in this position.)*

General office equipment, including personal computers, fax machines, copiers, telephones, etc.

*Pasco County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation.*