

Openings as of 5/12/2023

Principal

JobID: 2154

Position Type:

Administration/Principal

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Date Posted:

5/11/2023

Location:

Woodland Elementary School

Date Available:

07/03/2023

Closing Date:

When filled



**1105 North Hunt Club Road
Gurnee, Illinois 60031**

Woodland School District 50 is an Equal Opportunity Educator/Employer. We are committed to building a culturally diverse workforce and educational environment by hiring individuals who support and contribute to the diversity and excellence of our student and academic programs through their teaching and service to our students, parents and the community we serve.



If you welcome inclusion, equity and diversity, have an unwavering commitment to the success of all students, embrace and celebrate the individuality of our student population with respect to race, ethnicity, and economic status, and seek to celebrate the cultures that contribute to making our district so rich, please join our team! Minority candidates encouraged to apply.

Position Title: Principal

Applicants are instructed to address in their application/resume their experiences directly related to each section noted in this posting.

Position Type: Administration

Date Posted: May 11, 2023

Location: Woodland Educational Support Center

Date Available: July 3, 2023

PRIMARY FUNCTION: To use leadership, supervisory, and administrative skills so as to promote the educational development of each student. Also, the Principal administers the organization, safety, supervision, and overall educational leadership for the school.

QUALIFICATIONS:

1. License: Professional Educator License (PEL) with a General Administrative or Principal Endorsement (K-12)
2. Education:
 - A. Required – Master’s Degree
 - B. Preferred – Master’s Degree in Educational Leadership
3. Experience:
 - A. Required – Five (5) years of school leadership experience in a public school environment. Three (3) years teaching experience in a public school environment. Qualified IL Teacher and Administrator Evaluator.
 - B. Preferred – Five (5) years principal experience in a public school, plus three (3) years teaching experience in a public school environment. Qualified IL Teacher and Administrator Evaluator. Spanish speaking preferred.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Principal will adhere to the following Illinois Performance Standards for School Leaders:

- I. Living a Mission and Vision Focused on Results – The principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.
 - a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners.
 - b. Ensures that the school’s identity, vision, and mission drive school decisions.
 - c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.
- II. Leading and Managing Systems Change – The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.
 - a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement.
 - b. Creates a safe, clean and orderly learning environment.
 - c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to

achieve the school improvement plan targets.

d. Employs current technologies.

III. Improving Teaching and Learning – The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.

a. Works with staff to develop a consistent framework for effective teaching and learning that includes a rigorous and relevant standards-based curriculum, research-based instructional practices, and high expectations for student performance.

b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes.

c. Implements student interventions that differentiate instruction based on student needs.

d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning.

e. Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction as part of the district teacher appraisal system.

f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance.

g. Develops systems and structures for staff professional development and sharing of effective practices including providing and protecting time allotted for development.

h. Advances Instructional Technology within the learning environment.

IV. Building and Maintaining Collaborative Relationships – The principal creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school.

a. Creates, develops and sustains relationships that result in active student engagement in the learning process.

b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and policies.

c. Proactively engages families and communities in supporting their child's learning and the school's learning goals.

d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively.

V. Leading with Integrity and Professionalism - The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

a. Treats all people fairly, equitably, and with dignity and respect.

b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff .

c. Creates and supports a climate that values, accepts and understands diversity in culture and point of view.

VI. Creating and Sustaining a Culture of High Expectations – The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.

a. Builds a culture of high aspirations and achievement and for every student .

b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission.

c. Leads a school culture and environment that successfully develops the full range of students' learning capacities – academic, creative, social-emotional, behavioral and physical.

In addition, the Principal will also adhere to the following essential performance responsibilities:

1. Defines the Mission of the School
 - A. Frames and Communicates Goals
 1. Serves as the instructional leader of the school regarding curriculum, instruction, data-based decision-making, and staff development.
 2. Keeps the Superintendent informed of the schools' activities.
 3. Maintains active relationships with students and parents.
 4. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs; to interpret Board policies and administrative directives; and to discuss and resolve individual student programs.
2. Manages Curriculum and Instruction
 - A. Knows and Coordinates Curriculum and Instruction
 1. Initiates, designs and implements programs to meet specific needs of the school.
 2. Makes recommendations concerning the school's instruction.
 3. Leads in the development, determination of appropriateness and monitoring of the instructional program.
 4. Programs classes within established guides to meet student needs.
 5. Assists in the development, revision and evaluation of the curriculum.
 6. Supervises the guidance program to enhance individual student education and development.
 7. In collaboration with the Assistant Principals, ensures the development and maintenance of all school-related schedules, including but not limited to bus duty, lunch, recess, and master schedule are completed effectively.
 - B. Supervises and Evaluates/Monitors Progress
 1. Supervises the school's educational program.
 2. Maintains student discipline throughout the student body with the assistance of the Assistant Principals, and assigns discipline when required as authorized by the Board of Education.
 3. Supervises all professional, paraprofessional, administrative, and non-professional personnel attached to the school.
 4. Assists in the recruiting, screening, hiring, training, assigning, and evaluating of the school's professional staff.
 5. Supervises the school's teaching process.
 6. Evaluates and counsels all staff members regarding their individual and group performance.
 7. Recommends according to established procedures, the removal of a teacher whose work is unsatisfactory.
 8. Supervises all activities and programs that are outgrowths of the school's curriculum.
 9. Primary responsibility is the improvement of instruction with a majority of time being spent on curriculum and staff development (Reference School Code: Ch 122, new par. 10-20.14 sb 730).
3. Promotes School Climate
 - A. Sets Standards and Expectations
 1. Establishes and maintains an effective learning climate in the school.
 2. Maintains active relationships with students and parents.
 3. Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.
 4. Establishes guides for proper student conduct and maintains student discipline.

5. Assists in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instruction.

B. Protects Time/Promotes Improvement

1. Budgets school time to provide for the efficient conduct of school instruction and business.
2. Assumes responsibility for his/her own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state, and national meetings, through enrollment in advanced courses, and the like.
3. Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussion problems of mutual interest with others in the field.
4. Orients newly assigned staff members and assists in their development, as appropriate.

4. Managerial Responsibilities

A. Financial

1. Prepares and submits the school's budgetary requests, and monitors expenditures of funds.
2. Maintains and controls the various local funds generated by student activities.

B. Record Keeping

1. Supervises the maintenance of all required building records.
2. Prepares or supervises the preparation of reports, records, lists, and all other paperwork required or appropriate to the school's administration.
3. Supervises the maintenance of accurate records on the progress and attendance of students.
4. Provides for adequate inventories of property under his/her jurisdiction and for the security and accountability for that property.
5. Responds to written and oral requests for information.
6. Assumes responsibility for all official school correspondence and news releases.
7. Assumes responsibility for the attendance, conduct, and maintenance of health of students.
8. Approves the master teaching schedule and any special assignments.

C. Building/Grounds

1. Assumes responsibility for the safety and administration of the school plant.
2. Supervises the daily use of the school facilities for both academic and non-academic purposes.
3. Plans and supervises fire drills and an emergency preparedness program.
4. Works with various members of the central administrative staff on school problems of more than in-school import, such as transportation, special services, and the like.

D. Professional Responsibilities

1. Participates in principals' meetings, negotiations meetings, and such other meetings as are required or appropriate.
2. Serves as an ex-officio member of all committees and councils within his/her school.
3. Cooperates with college and university officials regarding teacher training and preparation.
4. Serves as a member of such committees and attends such meetings as directed to by the Superintendent.
5. Keeps his/her supervisor informed of events and activities of an unusual nature as well as routine matters related to the supervisor's accountability.

6. Interprets and enforces district policies and administrative regulations.
7. Attends special events held to recognize student achievement, and attends school sponsored activities/functions, and athletic events.
8. Conducts meetings of the staff as necessary for the proper functioning of the school.

OTHER PERFORMANCE RESPONSIBILITIES:

1. Assist in other areas as needed.
2. Complete other duties as needed.

KNOWLEDGE, SKILLS AND ABILITIES:

- Planning and Preparation – Responsible for demonstrating knowledge of content and pedagogy, students, and resources. Design coherent instruction and select appropriate instructional activities, and has the ability to assess student learning.
- Classroom Environment – Responsible for creating an environment of respect and respect, establishes a culture for learning, manages classroom procedures, manages student's behavior, and has the ability to organize physical space.
- Instruction – Communicates clearly and accurately, uses questioning and discussion techniques, engages students in learning, provides feedback to students, and demonstrates flexibility and responsiveness.
- Professional Responsibility – Reflects on teaching, must maintain accurate records, communicates professionally, contributes to the school and district, grows and develops professionally, and shows professionalism.

Technical: Competent in digital environments including but not limited to; Google Suite, student management systems, learning management systems, district's attendance system, databases, spreadsheets, Microsoft Office, district email system, the district's attendance system, etc.

Interpersonal: Ability to develop and maintain positive relationships with staff, parents, students, businesses and community. Strong organization, communication and interpersonal skills. Comprehensive strategic thinking and rapid problem-solving skills to effectively handle crisis communications. Ability to cope with deadline pressures. Creative problem solver. Ability to facilitate meetings efficiently. Empathetic, humanistic and open-minded. Strong sense of teamwork. Strategic thinker. Must be able to make difficult decisions that impact the organization in a positive sense. Must be able to work harmoniously with the community, students, parents, staff, and administration, etc. Must be able to communicate effectively with students, parents and staff. Must exhibit sound judgment in dealing with people. Must have strong organizational skills.

DISTRICT CORE COMPETENCIES:

1. Support the establishment of mutual respect and equal human dignity across the entire school community.
2. Welcomes inclusion, equity and diversity.
3. Have an unwavering commitment to the success of all students.
4. Understanding that your identity may be different than students, parents, and staff, you are willing to put those differences aside for the success of all students.
5. Regardless of the identities of students, staff, or parents, works collaboratively to build a successful relationship with them.
6. Willingly anticipate, identify and adopt change.
7. Engage in all job-related interactions and activities, with contacts from within and outside the District, in a courteous and professional manner.
8. Communicate with styles that are approachable and respectful.
9. Participate in professional development and training to become more effective and efficient.
10. Take initiative to manage multiple tasks.
11. Effectively organize work to be as productive as possible.

PHYSICAL DEMANDS:

Manual Dexterity: Work requires definite skilled and accurate physical operations requiring some closely coordination performance.

Physical Effort: Work requires handling average weight materials or equipment, but not for sustained periods.

Working Conditions: Some exposure to definitely disagreeable elements may exist, i.e., temperature changes, use of steps/stairs, walking long distances throughout the building, etc. Must be available to work nights and weekends as needed, especially for an emergency. Must also be available to attend events outside of the district as needed.

TERMS OF EMPLOYMENT: Exempt, Full-time 260-day non-union position.

SALARY RANGE: Salary and benefits established by the Board of Education.

EVALUATION: Conducted annually

This description has been prepared to assist in properly evaluating various classes of responsibilities, skills, working conditions, etc. It is intended to indicate the kinds of tasks and characteristic levels of work difficulty that will be required of positions that will be given this title. It is not intended as a complete list of specific duties and responsibilities. Nor is it intended to limit, or in any way modify the right of the supervisor to assign, direct and control the work of employees under their supervision. Scheduling flexibility is required to accommodate changing school/district needs. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

HOW TO APPLY: Internal applicants should apply online and attach a resume to the online application. External applicants should apply online and attach three letters of recommendation and resume to the online application at www.dist50.net

All applicants must be willing to interview in person and demonstrate skills through a situational analysis. Applicants will be contacted within three weeks if invited for an interview. Minority candidates are encouraged to apply.

Further information regarding this position may be obtained by contacting:

CONTACT PERSONS:

Dr. Robert Machak
Superintendent of Schools
rmachak@dist50.net
847-596-5601

APPLICATION DEADLINE: Applications reviewed upon receipt

Woodland School District 50 is an Equal Opportunity Employer with established policies prohibiting discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status, order of protection status, unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, use of lawful products while not at work, being a victim of domestic or sexual violence, genetic information, physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation, pregnancy, childbirth, or related medical conditions, or other legally protected categories. The Associate Superintendent of Educational Services (847-596-5631) addresses questions regarding student discrimination and serves as the District's Title IX Coordinator, and the Executive Director of Human Resources (847-596-5640) answers questions concerning employment discrimination.

EP1-FY24-2154

FMLA regulations require all employers to post the [updated FMLA notice](#).

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