

Frederick Elementary School Principal Job Description

The Baltimore Curriculum Project (BCP) is the non-profit operator of five public charter schools in Baltimore City. Now in our twenty-first year of operation, we have a strong and vibrant partnership with Baltimore City Public Schools. Our schools are “conversion charters.” We partner with existing schools to convert them into neighborhood charter schools. As conversion charters, BCP schools serve neighborhood zones. Any child living in the neighborhood may enroll without participating in a lottery.

Our schools receive support from BCP in the form of staff training and professional development, recruitment, fundraising, partnership development, data analysis, human resources, financial management and procurement. Our instructional model features classroom coaches who focus on improving student outcomes by improving teacher practice. Our instructional model also includes use of Direct Instruction Reading Mastery ELA programs, Core Knowledge, Restorative Practices, and a Community School Strategy (see attachments for more information on each of these features).

Our newest school, Frederick Elementary is scheduled to merge with neighboring Samuel F.B. Morse Elementary in August, 2017. The new merged school will be fully operated by BCP starting July 1, 2017. It will serve approximately 500 students, grades Pre-K-5, from the surrounding southwest Baltimore neighborhood. The school will be located in a brand new facility that is part of the nearly \$1 billion dollar 21st Century school building program that is a state and city commitment to the students of Baltimore City.

We seek a Principal with outstanding professional and personal qualities who is committed to raising student achievement and developing the whole child. This includes the development of a Community School that engages and involves students, parents, and community stakeholders and partners. Expertise in curriculum development, faculty professional development and in the creation of positive school climate and culture will be essential. The successful candidate will have strong writing and public speaking skills. In addition, the successful candidate will have to be comfortable with a unique supervisory relationship that involves not only the charter school operator (BCP) but also the school district, which is our partner and authorizer. Evaluation of the Principal is a shared responsibility between BCP and the school district.

Finalists for this position will have an opportunity to meet with current principals during the interview process. The Principal is a twelve-month employee of the school district, must meet all eligibility requirements of the district and the State of Maryland and is eligible for membership in the administrators’ union, PSASA.

The following standards result from the work of the National Policy Board for Educational Administration (NPBEA), the Council of Chief State Officers Organization (CCSSO) and the Interstate School Leaders Licensure Consortium (ISLLC). They were designed to influence the

preparation and evaluation of school leaders. The six standards are at the core of what the Baltimore Curriculum Project seeks in a principal.

- The creation and implementation of a shared school vision;
- The nurturing and sustaining of a culture and instructional program conducive to learning and staff development;
- The ensuring of the management of the school operations to produce a safe and effective learning environment;
- The collaboration with families and the diverse communities schools serve;
- The promotion of integrity, fairness and ethical behavior;
- The interaction with larger political, social, legal and cultural contexts of schooling.

1. **The School Vision and Mission**

- Commit to the principle that all of our children can learn and will learn;
- Ensure that the academic goals of the school are the highest priority and that they are reflected in the vision and mission statements;
- Support the use of data to analyze and inform instructional progress. Create weekly team meetings to review academic data;
- Engage and include parents in promoting and achieving academic success;
- Use professional development opportunities consistently and directly in support of academic goals.
- Address non-academic barriers to education through community school strategy.

2. **School Culture/Climate and Instructional Programming**

- Develop a safe, supportive school environment in which every child is known, encouraged and developed;
- Ensure that staff have effective instructional tools and implement them with fidelity;
- Promote a disciplinary structure consistent with school district and operator standards;
- Recognize student and adult achievements in a regular way through assemblies, specific celebratory occasions, displays and routine acknowledgements;
- Develop and implement Restorative Practices across all grades; provide regular professional development on an annual basis, for all staff, in Restorative Practices strategies and skills.
- Promote the growth of parent relationships at all levels, including the development of a formal Parent-Teacher organization and a School-Family Council;
- Demonstrate a strong commitment to equity and equality in all aspects of the School's service to the community, internally and externally;
- Develop and support a strong behavior management process across all grades (BCP schools currently use CHAMPS, a process developed by Safe and Civil Schools).

3. Developing and Encouraging the Faculty and Staff

- Recruit and retain an excellent and diverse teaching staff; develop a clear and detailed interview process for all school positions; include operator representative in such processes;
- Evaluate all staff as mandated by school district and operator;
- Provide detailed professional development schedule that promotes excellence and is available for relevant staff in relevant areas of growth;
- Provide leadership development and growth opportunities for staff; delegate specific responsibilities where appropriate;
- Promote teamwork and collegiality at all levels;
- Set clear guidelines for staff attendance and punctuality, in line with school district policy;
- Provide ample opportunities to celebrate the accomplishments of staff.
- Develop effective leadership team with clearly defined roles.

4. School Management

- Manage, review and prioritize use of school budget;
- Hold regular and frequent data reviews with all grade level teams. Promote use of data to facilitate effective instruction at all levels, including special education;
- Ensure familiarity and compliance with all relevant federal, state and local mandates;
- Develop appropriate school calendar of relevant dates and events;
- Ensure good relationships with school district offices;
- Consult regularly with BCP.

5. Facility Management

- Utilize the new, state-of-the-art facility in a manner consistent with the District and Community design process and the resultant priorities;
- Communicate effectively with BCP and school district on building maintenance issues;
- Provide proper oversight of cleaning and repair of building and grounds;
- Oversee appropriate security precautions to ensure student, staff and parent safety.

To be considered, interested applicants must e-mail a cover letter and resume to Jon McGill, Director of Academics, jmcgill@baltimorecp.org.

No telephone inquiries or recruiters please. Replies will only be sent to qualified applicants.