VIRTUAL ACADEMY PRINCIPAL

Salary:	$132,399 – $150,070	**Location:**	Olympia, WA
Job Type:	Regular Full-Time	**Hours/FTE:**	8 hpd/215 days
Department:	Elementary & Secondary Education		
Job Category:	Unrepresented – Certificated		
Posting Dates:	April 09, 2021 – Open Until Filled		
	Best to Apply by April 23, 2021. Contract year will begin on July 01, 2021.		
How to Apply:	All applicants should apply at: http://edjobsnw.org.		

_____

POSITION SUMMARY:

The Olympia School District Human Resources Office is now accepting applications for the position of a K-12 online academy Principal. OSD is seeking an innovative leader who is skilled in student and adult virtual learning best practices, design thinking, and organizational leadership. This Principal leader will partner with each member of Cabinet in the interest of student, family, and educator success in the 2021-22 school year and beyond.

Job Purpose Statement/s: The job of "Principal - Online Academy" is done for the purpose/s of establishing an online academy then maintaining overall school site operations; receiving, distributing and communicating information to enforce school, District and State policies; maintaining safety of school environment; coordinating site activities; communicating information to staff; and addressing situations, problems and/or conflicts that could negatively impact the school.

ESSENTIAL JOB FUNCTIONS:

Vision, Strategies, Policy. Principal will partner with the:
- Executive Directors of Elementary & Secondary Education to facilitate the (a) development of vision and strategies for the online learning program, (b) refinement and implementation of online learning policies and procedures, and (c) articulate a student-centered development plan for the school that includes a timeline, proposed budget, communication plan, and approach.
- Executive Director of Support Services and Executive Directors of Elementary & Secondary Education to develop and carry out a plan for (a) supporting students with special needs in the fully remote setting and (b) ensuring systems are in place so students can access Support Services within the fully remote learning environment.

- Chief Academic Officer (CAO) and Executive Directors of Elementary & Secondary Education to develop and carry out (a) a plan for engaging virtual learning structures that effectively leverage high yield instructional strategies and effectively leverage district technology resources, (b) integrating multi-tiered systems of support as part of the initial school plan and ongoing School Improvement Plan (SIP), (c) supporting students who are English Learners in the fully remote setting, (d) meeting assessment expectations, (e) providing intervention and highly capable opportunities, (f) supporting students with counseling services, (g) and ensuring students have access to Career & Technical Education (CTE) learning opportunities.
- Chief Information Officer (CIO) and Executive Directors of Elementary & Secondary Education to (a) establish a vision for implementing the Danielson Instructional Framework within the fully remote learning environment, (b) ensure digital accessibility expectations are attended to within professional development and curriculum planning, (c) align efforts with Instructional Technology and professional development, (d) establish systems and plans for rostering and accounts that support adult access to student learning data should students change schools, and (e) establish monitoring systems that ensure policy and reporting expectations are met.
- Executive Director of Human Resources and Executive Directors of Elementary & Secondary Education to (a) support labor relations and work through staffing needs and hiring based on student enrollment.
- Chief Academic Office (CAO) and Executive Directors of Elementary & Secondary Education to establish implementation review expectations and cycles. This includes a plan for teacher & staff evaluations, quality of student learning review, completing ALE reports and District Reports, ensuring online learning is within ALE Compliance with ALE Audit Reports, managing staffing & budget, and monitoring student data as well as programmatic data.'

Lead Building. The Principal will lead the building:
- *Creating a school culture that promotes the ongoing improvement of learning and teaching for students:*
  - Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching
  - Engages in essential conversations for ongoing improvement, facilitates collaborative processes leading toward continuous improvement
  - Creates opportunities for shared leadership.
- *Providing for school safety:*
  - Provides for physical safety
  - Provides for social, emotional, and intellectual safety
- *Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements:*
  - Recognizes and seeks out multiple data sources
  - Analyzes and interprets multiple data sources to inform school-level improvement efforts
  - Implements data driven plan for improved teaching and learning
  - Assists staff to guide, modify and improve classroom teaching and student learning
  - Provides evidence of student growth that results from the school improvement process
- *Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals:*
  - Assists staff in aligning curricula to state and local district learning goals
  - Assists staff in aligning best instructional practices to state and district learning goals
  - Assists staff in aligning assessment practices to best instructional practices
- *Monitoring, assisting, and evaluating effective instruction and assessment practices:*
  - Monitors instruction and assessment practices

- o Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness
- o Assists staff in implementing effective instruction and assessment practices, 5.4 Evaluates staff In effective instruction and assessment practices
- o Provides evidence of student growth of selected teachers
- *Managing Resources:*
  - o Managing human resources in assignment and hiring
  - o Managing human resources with ongoing professional development
  - o Managing both staff and fiscal resources to support student achievement and legal responsibilities
  - o Fulfilling legal responsibilities
- *Partnering with the school community to promote student learning:*
  - o Communicates with community to promote learning
  - o Partners with families and school community
- *Demonstrating commitment to closing the achievement gap:*
  - o Identifies barriers to achievement and knows how to close resulting gaps
  - o Demonstrates a commitment to close the achievement gap
  - o Provides evidence of growth in student learning

OTHER JOB FUNCTIONS:

- **Assists** other personnel as may be required for the purpose of supporting them in the completion of their work activities.

JOB REQUIREMENTS - QUALIFICATIONS:

- **Experience Required**:
  - o Prior job related experience with increasing levels of responsibilities in setting that prepares the candidate for success in this role. Experience may include: Masters Degree in the field of Instructional Technology or Educational Technology, Successful Experience as an administrator in a fully online school, or other relevant experiences.
  - o Knowledge and understand of the implementing the Teacher, Principal Evaluation Project (TPEP), and the Charlotte Danielson Framework for Teaching within the fully virtual environment in support of student growth and student learning.
  - o Prior experience facilitating high quality student and adult learning experiences in fully virtual spaces. This includes both synchronous/live high quality virtual learning and asynchronous/independent virtual learning.

- **Qualifications:**

  - o Prefer Master's Degree or significant experience in the field of Instructional Technology, Innovative Instructional Design, and/or Educational Technology.

  - o Principals certificate.

  - o Five or more years of classroom teaching experience preferred.

o Successful work experience with Online Learning Development, Curriculum Design, Adult Virtual Learning Methodologies, and Online Education. This includes both synchronous/live high-quality virtual learning and asynchronous/independent virtual learning.

o Demonstrated knowledge of the issues and implications of in-class and distance learning, along with mitigation strategies for dealing with them.

o Demonstrate understanding of digital rights (digital citizenship), technical concerns, digital privacy, and digital accessibility considerations.

o Experience using applications to further student and adult learning. These applications should be inclusive of, or equivalent to: Schoology, Zoom, Skyward, Google Education, Ed Puzzle, and Nearpod or equivalent applications.

o Knowledge and experience with telling the story of student and adult learning through social networking to recruit world class educators.

o Knowledge and experience using the OSPI Bias Free Rubric to evaluate applications that include curricular resources and the Triple E Framework to evaluate potential for applications to impact learning.

o Experience with developing high quality courses students engage with through live, synchronous virtual learning experiences and supported through LMS-based resources.

o Highly self-motivated and self-directed with the ability to work independently and collaboratively as part of a team.

o Strong organization skills, time management, and the ability to juggle and prioritize multiple tasks.

o Strong analytical and problem-solving abilities with the ability to absorb new ideas and concepts quickly.

o Excellent written and oral communication skills, including instructional, facilitation, and presentation skills with the ability to present ideas in education-friendly and user-friendly language.

o Excellent interpersonal skills with a customer service orientation.

- **Certification Required:**
  o Principal Certification

- **Skills, Knowledge and/or Abilities Required**:
  o *Skills* to appropriately manage personnel and programs, communicate effectively, problem solve. Experience using applications to further student and adult learning. These applications should be inclusive of, or equivalent to: Schoology, Zoom, Skyward, Google Education, Ed Puzzle, and Nearpod or equivalent applications.
  o *Knowledge* of curriculum, education code, district policies, and ALE policies. Demonstrated understanding of digital rights (digital citizenship), technical concerns, digital privacy, and digital accessibility considerations. Experience with developing high quality courses students engage with through live, synchronous virtual learning experiences and supported through LMS-based resources.
  o *Abilities* to sit for prolonged periods, provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, communicate with individuals

of varied cultural and educational backgrounds, communicate in oral and written form. Significant physical abilities include reaching/handling/ fingering, talking/hearing conversations, near/far visual acuity/depth perception/visual accommodation. Ability to use the OSPI Bias Free Rubric to evaluate applications that include curricular resources and the Triple E Framework to evaluate potential for applications to impact learning.

- **Licenses, Certifications, Bonding, and/or Testing Required**: Appropriate Administrative Services Credential, Valid Driver's License and evidence of insurability, Criminal Justice Fingerprint Clearance.

_____

The Olympia School District is committed to increasing the diversity of staff in our schools. Candidates who can contribute to this goal are encouraged to apply and to identify their strengths and experiences in this area.

If you share our commitment to provide challenging opportunities for all students to be successful, we'd like to hear from you!
_____

Questions may be directed to:
Scott Niemann, Executive Director of Human Resources
Voice: (360) 596-8534 / Fax: (360 596-6181

Olympia School District
111 Bethel St NE   Olympia, WA 98506
(360) 596-6185
FAX (360) 596-6181
http://osd.wednet.edu

Equal Employment Opportunity:
Olympia School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. Auxiliary aids and services will be provided upon request to individuals with disabilities. The following employee(s) have been designated to handle questions and complaints of alleged discrimination: Title IX Officer – Michael Hart, (360) 596-8545, mhart@osd.wednet.edu; Executive Director of Elementary Education – Autumn Lara, (360) 596-8534, alara@osd.wednet.edu; Section 504 and ADA Coordinator (Students) – Ken Turcotte, (360) 596-7530, klturcotte@osd.wednet.edu; ADA Coordinator (Staff) – Starla Hoff, (360) 596-6185, shoff@osd.wednet.edu; Affirmative Action Officer and Civil Rights Compliance Coordinator – Scott Niemann, (360) 596-6185, sniemann@osd.wednet.edu. Address: Knox Administrative Center, 111 Bethel St NE, Olympia, WA 98506.

The Olympia School District will provide reasonable Accommodations to enable persons with disabilities the opportunity to apply for open positions and to participate in District interview procedures. Persons with disabilities or are in need of translation services are asked to notify the Human Resources Office at least three days prior to the date on which the requested accommodation is needed. Human Resources Officer: Voice: (360) 596-6185 or TDD: (360) 596-7537 or FAX: 360-596-6181.