



Job Posting for Early Childhood (K-3) Principal

Prospect Hill Academy Charter School, a K-12 Cambridge and Somerville-based urban public charter school with the mission of preparing each student for success in college, fostering responsible citizenship, and inspiring a lifelong love of learning, is hiring an **Early Childhood Principal** (Grades K-3) for the 2010-2011 school year. This position is open due to the current Lower School Director's pending retirement at the culmination of the 2009-2010 school year.

PHA Values

At Prospect Hill Academy, the prevailing belief is that with hard work, effective effort, perseverance through adversity, committed teachers, and invested parents, all students are capable of academic, intellectual, social, and moral excellence. Fueling this conviction are seven core values that guide the daily life and culture of the school.

High Expectations for All

Prospect Hill Academy exists to promote high standards of academic, personal, and social achievement for all students, regardless of their racial, cultural, educational, or economic backgrounds. Our students have the capacity to be and to do great things, and adults play an enormous role in influencing their success both in and out of school. We expect our students to put forth their best effort in all that they do, and adults must approach their work with the same conviction and purpose that they expect of their students.

Collaboration

At Prospect Hill Academy, we recognize that collaboration—between and among students and adults—leads to deeper understandings, broader possibilities, and wider perspectives. It is both a professional expectation and an institutional norm for teachers to work closely with one another to improve their practice, and students are similarly taught and encouraged to work together from Kindergarten through twelfth grade.

Balanced Approach

Prospect Hill Academy students learn best from a variety of curricular and instructional approaches, and we willingly adapt and modify our methods to meet the needs of our students. While standardized tests are essential to providing data on our students' performance relative to a larger norm, we also establish frequent opportunities for students to demonstrate their knowledge and understanding through public exhibitions, portfolios, interdisciplinary projects, and other authentic means. We also value our students as complex beings with lives beyond the academic sphere, and we fully embrace their development in athletics, the arts, and other extracurricular interests.

Data-Driven Decision Making

At Prospect Hill Academy, our desire to collect, analyze, and learn from data contributes to a culture of ongoing improvement. We define data broadly—both qualitatively (satisfaction surveys, classroom and student observations, interviews, etc.) and quantitatively (test scores, attrition rates, financial audits, etc.)—and we are committed to utilizing our understanding of the data to inform programmatic, budgetary, personnel, and policy decisions.

Equity

At Prospect Hill Academy, we believe that providing an outstanding public education to all students is critical to a just society that affords every individual a full range of opportunities in life. We take pride in being a diverse community where individuals from a wide range of backgrounds contribute to a shared context for learning and where our differences are seen as fundamental strengths toward the fulfillment of our mission. In and out of the classroom, we promote the values of decency, kindness, and respect, and we are committed to promoting equity at the individual and institutional levels.

Accountability

At Prospect Hill Academy, we operate with a relentless focus on student achievement propelled by the belief that *everyone* is accountable for the success of our students. Students first and foremost acknowledge the importance of effort and commit to their own educational success; teachers assume personal responsibility for the performance of their students; parents/guardians provide conditions at home that support their children's development; administrators establish an optimal environment for effective teaching and high student achievement; and the Board of Trustees governs in a way that supports sustained school improvement.

Personalization

At Prospect Hill Academy, we are unwavering in our desire to know each student well. Research has proven that students who feel connected to at least one adult in their schools fare better academically and socially than their peers who do not, and we therefore invest significant resources in reaching out to parents/guardians and networking with one another to support the whole child.

Job Summary

The Early Childhood Principal acts as the instructional, cultural, and professional leader of the K-3 campus at Prospect Hill Academy Charter School. In this capacity, s/he is responsible for leading, advancing, and integrating the systems of Curriculum, Instruction, & Assessment; Supervision & Evaluation; Professional Development (including Mentoring & Induction); Data Management; School Culture & Discipline; Community Outreach; and School Management. The Early Childhood Principal serves as a member of the K-12 Administrative team and embraces Prospect Hill Academy Charter School's seven core values of (1) high expectations for all; (2) collaboration; (3) balanced approach; (4) data-driven decision making; (5) equity; (6) accountability; and (7) personalization.

Primary responsibilities:

Curriculum, Instruction, & Assessment

- Oversees and monitors curriculum development and instructional strategies
- Evaluates the efficacy of existing initiatives and makes modifications as needed
- Aligns schedule to reflect instructional and developmental priorities and needs of the students
- Provides ongoing support and guidance for teachers
- Promotes a culture of authentic assessment and achievement
- Remediates as necessary for students requiring additional support
- Collaborates with Director of Student Services, SPED and ELL teachers to provide appropriate accommodations and modifications for students with special needs

Supervision & Evaluation

- Hires and fires faculty and staff, in conjunction with Head of School
- Conducts frequent informal and formal observations of teachers
- Provides high-quality feedback in a timely manner (using PHA Best Practices, observation template, and rubric)
- Facilitates professional conferences twice per year for all faculty/staff who are direct reports
- Completes a thorough yearly summative performance appraisal for all campus-based faculty and staff
- Develops and monitors improvement plans as necessary
- Works closely with Human Resources to ensure all teachers of core academic subjects are highly-qualified

Professional Development (including Mentoring & Induction)

- Oversees and implements well-designed professional development initiatives during orientation week, faculty meetings, half-days, full-days, and faculty work days at the end of each school year
- Leads collaborative inquiry efforts designed at using data to inform curriculum and instruction
- Aligns professional development initiatives with PHA Strategic Plan
- Evaluates impact of professional development and makes modifications accordingly
- Ensures a coherent and effective mentoring program for new faculty
- Ensures that all relevant professional development initiatives adhere to DESE's standards for administering Professional Development Points (PDPs)

Data Management

- Promotes a culture of ongoing collection and analysis of data (both qualitative and quantitative)
- Uses data to inform programmatic, budgetary, and staffing decisions
- Tracks individual student and faculty progress through close examination of data

School Culture and Discipline

- Influences a school culture conducive to continuous improvement for students and staff
- Oversees and evaluates the various programs aimed at enhancing school culture and community, including Responsive Classroom and Community of Caring
- Implements and maintains a school discipline program driven by clear expectations, a system of positive reinforcement, and sequential, consistent, progressive consequences for students who continually fail to adhere to PHA's Code of Conduct
- Addresses disproportionality in discipline
- Provides guidance and mentoring for teachers in the area of classroom management
- Communicates in person, on the telephone, and via email with parents/guardians of students who are struggling to adapt effectively in school.
- Facilitates re-entry meetings for students who are suspended from school

Community Outreach

- Represents Prospect Hill Academy at a range of events, including but not limited to, admissions open houses, faculty recruitment events, Board meetings, and cultural performances
- Works closely with the Parent Advisory Board to plan appropriate activities for parents/guardians, address emerging community concerns, and seek new ways of ensuring more representative participation in school-sponsored events
- Writes a monthly newsletter for distribution to the entire PHA community
- Adheres to DESE reporting responsibilities, including site visits and charter renewal

School Management

- Works with the Facilities Manager and school custodians to ensure the maintenance and cleanliness of the respective building
- Submits well-researched and informed budget proposals and monitors and analyzes spending patterns at the respective campus

Educational or other qualifications required (if any):

- Knowledge of the relevant policies and procedures of the Massachusetts Department of Elementary and Secondary Education
- Understanding and familiarity with the Massachusetts Curriculum Frameworks
- At least 5 years teaching and leadership experience in an elementary school context (experience in an urban public school preferred)
- Prior administrative experience in a relevant role (assistant principal, vice principal, etc.)
- Masters' degree (preferably in education)
- MA Certified (or working toward certification) as Principal/Assistant Principal

Specific skills and/or competence required (if any):

- Commitment to Prospect Hill Academy's educational mission and values
- Demonstrated cultural proficiency and ability to work with a diverse student and family population
- Willingness to work collaboratively with a dedicated staff and involved parent body
- Excellent communication, interpersonal, organizational, and management skills
- Skilled in PK-3 practices and the pedagogical knowledge of early childhood development
- Knowledge of and facility with NAEYC accreditation standards

Strengths of the Early Childhood (K-3) Community

- Meaningful and purposeful mission statement and values that inform day-to-day decision making and resource allocation
- Vibrant and diverse student and family community, celebrated through a number of important school rituals and traditions
- Hardworking and dedicated faculty and staff
- Robust and integrated *Prospects* Out-of-School Time Program funded by a federal 21st Century Learning Center grant and aimed at bolstering student achievement
- Engaged and involved parent/guardian community genuinely committed to the School's mission
- Data-driven, collaborative, and responsive math program with significant gains in student achievement as a function of specific skill instruction
- Strong collegial support among faculty for one another
- Ample resources to support school culture initiatives such as Responsive Classroom and Community of Caring
- Collaborative and committed Special Education staff dedicated to meeting the needs of all learners
- Genuine focus on individual students and the importance of nurturing positive relationships with adults
- Robust range of enrichment courses: Art, Music, Computer Science, Physical Education, & Spanish

Significant Early Childhood (K-3) Challenges & Opportunities

- Need for a clear, purposeful, and shared philosophy and set of procedures informing discipline for young children
- Greater focus and attention on the social and emotional development of young children and the impact of that development on their cognitive and academic growth
- Bolstering the culture of literacy and promoting an appropriate sense of urgency around the literacy improvement efforts
- More effective integration of the needs, programs, and structures of K-3 campus with the broader K-12 community; establishing the Early Childhood campus as the formative strength of the institution
- Enhancing the cultural competence of K-3 faculty staff to facilitate collaboration between and among themselves and PHA parents/guardians
- Institutionalizing the pilot Parent Engagement Project as a vehicle for cultivating and ensuring parent/guardian involvement in the early grades
- Seizing additional outside partnerships and resources to meet the needs of the K-3 children
- Communication of important initiatives and decisions in a timely and proactive manner
- Prioritization and clarity around which initiatives are most mission-critical
- Promoting and holding teachers accountable to collaborative inquiry as the core practice fueling the school's instructional improvement efforts
- Holding teachers accountable to clear and high expectations for their own practice and the success of their students
- Continuing to promote and honor a culture of teacher-leadership
- Collaborating in the research and development of a potential Pre-K program

Additional Desired Attributes for Early Childhood Principal

- Understanding of the current research in the neuroscience of child development
- Expert teacher with a proven track record in closing achievement gaps
- Comfort with and desire to advance the use of technology as a tool for school and instructional improvement
- Knowledge of and experience with adult development theory and the need to differentiate leadership for adult learners
- Bilingual, preferably in Spanish, Portuguese, French, and/or Haitian-Creole
- Passion for schooling and conviction that all students can learn
- Experience leading others through an organizational change process
- Desire to distribute leadership and empower others in meaningful ways
- Adaptive leadership operating from a sense of urgency and a willingness to challenge the status quo

To apply for this position, please send letter of application, resume, transcripts, certification, and 3 professional references to:

**Jed Lippard, Head of School
Prospect Hill Academy
15 Webster Avenue
Somerville, MA 02143**

Deadline to Apply: Friday, February 5, 2010