

Principal, Cedar Lane School

ABOUT US

The Howard County Public School System (HCPSS) is one of the leading school systems in Maryland and the nation. To learn more about us and our [2024 -2029 Strategic Plan](#), please visit our [website](#) and our [careers page](#). Join our award-winning workforce and make a difference in the lives of our students!

DESCRIPTION

Under the direction of the Division of Schools, the Principal, Cedar Lane School is responsible for administering and supervising the total school program and providing educational leadership for the students, staff members, and community, consistent with the educational goals of the school system. Functions of this position include establishing a climate conducive to learning, defining roles, planning, and coordinating programs, affecting change, and decision-making.

The Cedar Lane School is unlike any other school in the Howard County Public School System and provides a highly specialized setting for approximately 140 students, ages 5 – 21, whose unique learning profiles require innovative and intensive special education support.

MINIMUM QUALIFICATIONS

Applicants must meet all qualifications below to be considered for the vacancy.

Education:

- Master's degree from an accredited college or university.

Certification/Licensure:

Priority will be given to applicants who:

- Hold a current Maryland State Department of Education (MSDE) professional certificate or license in an [MSDE licensure area](#) at the time of application with any of the additional endorsements below:
 - Administrator II
 - Supervisor of Instruction, Assistant Principal, and Principal

Applicants who do not already possess the required licensure above may be considered if you are eligible through one of the pathways below:

- Hold a current MSDE professional certificate or license and complete all MSDE requirements for the Supervisor of Instruction, Assistant Principal, and Principal endorsement by June 1, 2026.
- Hold a current professional certificate or license in administration from another state or country and possess five years of effective performance as an administrator in a PreK-12 school setting.
- Hold a current out-of-state educator certificate or license and have completed both of the following:
 - An out-of-state program leading to administrator licensure.
 - Earned a passing score on the School Leaders Licensure Assessment (Praxis 6990).

Out-of-state applicants are strongly encouraged to begin the [application process](#) for educator licensure with the Maryland State Department of Education in addition to uploading all required materials to your HCPSS

employment application.

Experience:

- Five years of experience as a certificated or licensed educator in special education instruction.
- Three years of school-based or central office administrator experience, at least two years of which must be as a school-based administrator.

PREFERRED QUALIFICATIONS

The ideal candidate for this role will also possess a combination of the additional qualifications below. If you don't meet every one of the preferred qualifications, we still encourage you to apply, as we welcome applications from candidates with diverse backgrounds and experiences.

- Experience as a teacher, related service provider, or administrator at a special education focused school.
- Experience as a school-based administrator at both elementary and secondary levels.
- Collaboratively establishes strategic, equity-centered goals and priorities for school improvement that are informed by data and aligned with student needs.
- Aligns and allocates resources and services to foster equitable student learning environments and promote academic success and student well-being.
- Leads educators in the use of evidence-based pedagogical practices to improve instruction and meet the needs of all students.
- Develops and conducts ongoing programs and activities which focus on improvement of student achievement to effectively engage and communicate with families and school community members.

ESSENTIAL POSITION RESPONSIBILITIES

The below list is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

Equity-Centered Leadership

- Accepts responsibility for the achievement of all students. Identifies and removes institutional barriers that could prevent students from equitably accessing educational opportunities.
- Advocates a child-centered approach to school and student management and extends that expectation to administrators and staff. Initiates and maintains an effective, well-balanced instructional program.
- Utilizes data to request and advocate for community and Central Office supports based on the unique needs of the school population.
- Facilitates equity-focused data analysis to identify current gaps in educational outcomes, programming, supports, and interventions to develop and implement school improvement plans.

Administrative Leadership and Organizational Oversight

- Provides effective leadership in the total operation of the school and implementation of the Howard County Public School System's mission at the school level.
- Articulates the goals of the HCPSS Board of Education and demonstrates an understanding of the Howard County Public School System's Educational Equity policy.
- Carries out the policies of the state and the county Boards of Education and the laws of Maryland.

- Assumes the primary responsibility for hiring, assigning, supervising, assisting, and evaluating personnel, including administrative personnel who are direct reports.

Strategic School Culture and Student Advocacy

- Promotes student voice and provides resources to support youth in becoming active and engaged participants in their academic experience.
- Utilizes restorative justice practices where appropriate and supports school staff in building a positive culture where students and staff feel valued, welcomed, and supported to fulfill their academic and professional potential.

Instructional Leadership and Professional Growth

- Ensures that staff analyze student achievement data and use that data to improve instruction in the classroom.
- Implements practices, based on data, to address student achievement related to state assessments.
- Inspires and supports all staff so that they can achieve a high level of performance.
- Collaborates with instructional personnel to provide leadership and facilitate staff development and evaluation of the instructional program.
- Develops further professional abilities and those of the school's staff.
- Accepts responsibility for the professional development of aspiring assistant principals under his/her charge.
- Assures that positive attitudes toward students and others are cultivated and that effective skills in human relations are developed and practiced.

Operational Management and School Climate

- Effectively manages all school budgets and allocates appropriate resources.
- Establishes a physical environment and school culture that is conducive to learning for all students.
- Plans for and maintains a school in which student expectations are high, behavior is positive, well-controlled and constructive, and appropriate disciplinary measures are implemented.

Community Engagement and Strategic Partnership

- Develops and conducts ongoing programs and activities of information, communication, and public relations which focus on improvement of student achievement.
- Determines, through appropriate involvement, the needs of the students and the desires of the community and staff.
- Leverages strengths to build high performing teams and provides leadership to and opportunities for effective community participation in the school.
- Intentionally seeks authentic feedback from various segments of the school community regarding the operation, performance, and image of the school.

ESSENTIAL KNOWLEDGE, SKILLS, AND ABILITIES

The below list is a summary of the knowledge, skills, and abilities required for success in this position, not an exhaustive or comprehensive list.

Knowledge

- Comprehensive knowledge of federal, state, and local special education laws (e.g., IDEA) and regulations, as well as evidence-based instructional and behavioral practices for diverse learners with significant disabilities (age 5-21).

- Thorough knowledge of adapting and implementing general education curricula (where appropriate) and alternative, functional curricula for students with special needs, including proficiency in using various formal and informal assessment tools to measure student progress toward IEP goals.
- Extensive knowledge of effective school management principles, including budget development and oversight, facility operations, personnel management, and data-driven decision-making.
- Expert knowledge of the Individualized Education Program (IEP) development process, including post-secondary transition planning and collaboration with external agencies for students aged 18-21.

Skills

- Exceptional skill in providing educational leadership by establishing a clear, positive climate conducive to learning for a unique student population and modeling effective, differentiated instruction and behavioral support strategies.
- Advanced skill in planning, coordinating, and evaluating specialized school programs (e.g., related services, vocational training, functional life skills) that address the unique and complex needs of students who cannot be served in their home schools.
- Highly developed interpersonal and communication skills to effectively define roles, manage and mentor staff (including teachers, specialists, and support personnel), build strong relationships with parents/guardians, and collaborate with the Division of Schools and the broader community.
- Proven ability in decision-making, problem-solving complex student and personnel issues, and effectively mediating conflicts among stakeholders in a high-needs environment.

Abilities

- Demonstrated ability to affect change by leading continuous program improvement, implementing innovative practices in special education, and ensuring accountability for student outcomes in a highly specialized setting.
- Capacity to supervise, evaluate, and provide targeted professional development for a diverse, multidisciplinary staff focused on special education delivery, therapy services, and student support.
- Proven ability to remain calm and decisive while managing crises, severe behavioral issues, and sensitive situations typical of a school serving students with intensive needs.
- Ability to effectively articulate the unique role and specialized services of the Cedar Lane School to the Howard County Public School System and the community, serving as a resource and expert on intensive special education services.

APPLICATION REQUIREMENTS

Complete applications must be submitted, and once your application has been submitted, you will not be able to add documentation or make any changes. Incomplete applications will not be considered. Resumes will not be accepted in lieu of a completed application.

Required Information and Documentation

- All current and prior employment experience in education listed in the Experience section of the application.
- A current resume.
- Responses to the below Supplemental Application Questions.
- All current educator certificates or licenses.

Supplemental Application Questions

This position requires applicants to provide responses to the below supplemental application questions to determine whether you meet the minimum and preferred qualifications. **Please upload your responses in a separate file to the supplemental application questions section of the application.**

- 1) Please list all positions you have held as a certificated/licensed educator in special education. For each position, include the position title, grade levels and curricular areas served, location/employer, type of special education setting, and date range the position was held. Table format is preferred to present this information.
- 2) Please describe up to two examples of experience you possess collaboratively establishing strategic, equity-centered goals and priorities for school improvement that are informed by data and aligned with student needs. Please also identify the position(s) you held in which you gained this experience.
- 3) Please describe up to two examples of experience you possess aligning and allocating resources and services to foster equitable student learning environments and promote academic success and student well-being. Please also identify the position(s) you held in which you gained this experience.
- 4) Please describe up to two examples of experience you possess leading educators in the use of evidence-based pedagogical practices to improve instruction and meet the needs of all students. Please also identify the position(s) you held in which you gained this experience.
- 5) Please describe up to two examples of your experience developing and conducting ongoing programs and activities which focus on improvement of student achievement to effectively engage and communicate with families and school community members. Please also identify the position(s) you held in which you gained this experience.

SELECTION CRITERIA

Applicants who meet the minimum qualifications will be included in further evaluation. Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experience and education which most closely match the position qualifications and the needs of the school system.

EMPLOYMENT INFORMATION

Compensation

This is a 12-month per year position in the Howard County Association of Supervisors and Administrators (HCASA). The [current salary range](#) for this position is in the Grade IV lane on the School-Based Administrators salary scale. Actual placement will be in accordance with the salary procedures of the Howard County Public School System and the HCASA Master Agreement which considers relevant prior experience. Under the Fair Labor Standards Act, this position is **exempt** from overtime.

Retirement

Membership in the Maryland State Retirement Agency (MSRA) pension plan is a mandatory condition of employment for all employees who meet the eligibility and membership criteria defined in the State Personnel and Pensions Article and the Code of Maryland Regulations (COMAR). A qualifying employee cannot reject membership, nor can an ineligible employee elect membership. The annual contribution to the pension plan will be 7% of an employee's annual salary.

Benefits

HCPSS offers a [comprehensive benefits package](#) for eligible employees. Information about additional benefits such as paid time off can be found in the [negotiated agreement](#) for employees in this bargaining unit.

Pre-Employment Requirements

Professional references will be contacted prior to any offer of employment. Recommended candidates will be required to provide references from current and recent supervisors.

All employees, regular and temporary, must be fingerprinted, have a criminal background investigation completed, and successfully complete the Maryland Employment History Review, pursuant to Section 6-113.2 of the Education Article, Annotated Code of Maryland. In addition, some positions will require completion of a physical examination and/or drug testing.

Anyone offered employment is required to provide proper identification and documentation of eligibility for employment in the United States. HCPSS participates in E-Verify and does not offer employee sponsorship.

For questions regarding this posting, please contact Sandy Saval at sandy_saval@hcpss.org.

EQUAL OPPORTUNITY EMPLOYER

To request an accommodation during the application or interview process due to a documented disability, please email humanresources@hcpss.org.

HCPSS celebrates diversity and is committed to creating an inclusive environment for all employees and applicants and prohibits discrimination, harassment, and retaliation of any kind. HCPSS is committed to the principle of equal employment opportunity for all employees in providing them with a work environment free of discrimination and harassment. All employment decisions at HCPSS are based on organizational needs, job requirements and individual qualifications, without regard to race, color, religion or belief, national, social or ethnic origin, sex (including pregnancy), age, physical, mental or sensory disability, sexual orientation, gender identity and/or expression, marital, civil union or domestic partnership status, veteran status or present military service, family medical history or genetic information, family or parental status, or any other characteristic protected by federal, state or local laws.

Join our award-winning workforce and make a difference in the lives of our students!