



## **ASSISTANT PRINCIPAL, ELEMENTARY & SECONDARY**

**Job Codes: 753, 753JR, 753YR, 754SP, 755, APSA  
Job Description  
January 17, 2012**

### **Position Summary**

Assist the school principal in the performance of various school leadership responsibilities and with the administration of the school.

### **Reporting Relationship**

Report to the school principal.

### **Responsibilities**

The essential functions include, but are not limited to, the following fundamental duties:

Assist the principal with implementing best teaching practices in support of student achievement; visit classroom regularly and provide feedback to teachers; ensure teacher teams are given high quality assessments that are aligned to curriculum initiatives; demonstrate to teachers how to best utilize district initiatives in their instruction.

Support the principal in creating a culturally competent environment where diversity is valued and all students and adults thrive and achieve at the highest levels by performing staff training, providing support for diverse groups in the school, assisting school staff with integrating learning opportunities that come from a diverse community into the school's educational opportunities and related activities as assigned by the principal.

Manage student behavior effectively using the Positive Behavior Intervention and Supports (PBIS) system; hold students accountable for behavior and ensure that discipline is consistently enforced and monitored; review attendance, suspension and other data to spot trends and intervene to prevent issues; communicate with parents and teachers regarding changing student behavior; review the need for changes to expectations and rules; modify plans and strategies to better manage behavior and discipline processes to decrease student referrals for behavior concerns.

Model and facilitate the use of the multiple forms of student-level data and student work available; support and develop the staff's ability to analyze and use this data to drive

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### **Responsibilities (continued)**

instructional decisions; focus staff on closing achievement gaps between subgroups of students based upon data analysis.

Assist the principal with establishing processes for staff management; implement these processes; develop processes for providing formal and informal methods for providing feedback to staff on their performance; support, mentor and coach staff members as appropriate; implement staff development plans to improve performance; work with the school principal to create leadership and professional growth opportunities and encourage staff to participate.

Supervise facilities and equipment; develop infrastructure that provides safe, engaging and positive learning environment; identify creative solutions to maximize and share space; implement processes that protect instructional time from interruptions and crises whenever possible; monitor the effect of the master schedule on the ability of staff to collaboratively plan and any potential effect on student achievement.

Utilize a system of open communication that provides for the timely sharing of information within the school community and to parents, students and community stakeholders; provide information in different formats and in multiple ways through different media; adapt mode and style of communication to make material meaningful and engaging; support others in differentiating and tailoring their communications to the audience and message.

Implement initiatives that support school improvement plan goals and the district's strategic plan as directed by the principal; empower and motivate other staff to proceed with initiatives.

Identify areas of improvement and recommend solutions to principal; recommend ideas and solutions that align with building and district strategic planning.

Work with the principal to create processes to resolve problems and/or areas of conflict; address conflicts openly and work to resolve them; monitor discussions about solutions to ensure that all interests are heard and taken into consideration; implement solutions to address potentially discordant issues.

Participate in designing, or design, opportunities for family and community involvement in the schools; respond to families and community members in such a way that they feel respected; communicate to teachers the importance of consistent communications with families about their children's progress and specific ways they can support their

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### **Responsibilities (continued)**

children's learning and create systems for accomplishing these communications; develop communications that link increased family presence in the school building and school-wide academic goals.

Participate in community events and/or meetings to become known in the community and to become knowledgeable about issues facing the community

Contribute to the District's Strong Schools, Strong Communities efforts by partnering with other staff to contribute to student achievement and the alignment and sustainability of resources.

Perform other related duties as assigned.

### **Knowledge, Skills and Abilities**

Considerable knowledge, and practical understanding of, instructional methods, learning theories and their implementation, the principles of educational administration and school-based shared decision making.

A well-developed personal philosophy of education and educational administration consistent with the objectives of the Board of Education and the Superintendent.

Considerable knowledge of the theories and practices of cultural competency as it relates to an inclusive educational environment and student learning.

Considerable knowledge of the rights and responsibilities of staff under negotiated contracts.

Thorough knowledge of multicultural, gender, and disability fair curriculum and instruction.

Considerable knowledge of educational reform and other research and writing in education.

Considerable knowledge of state and federal laws and regulations affecting education.

Highly proficient communication skills.

Considerable skill in team development and leadership.

**ASSISTANT PRINCIPAL,  
ELEMENTARY & SECONDARY****Knowledge, Skills & Abilities (continued)**

Considerable ability to interact effectively with students, parents, community members, other school staff, district administration and other district staff.

Considerable ability to implement a culturally competent, inclusive and positive learning environment.

Considerable ability to fulfill educational leadership responsibilities.

Considerable ability as an instructional leader.

Considerable ability to implement and facilitate change processes and to facilitate and implement participatory group processes.

Considerable ability to manage, coach and develop staff.

Considerable ability to implement laws, policies and contract provisions consistent with their intent.

A willingness and ability to speak for public education and be an advocate of alternatives in public education.

**Minimum Qualifications**

Master's degree and must hold a proper and valid administrative licensure from the Minnesota State Department Education.