

Chittenden Central Supervisory Union  
Job Description

JOB TITLE:	Associate Principal of Learning Communities
FLSA STATUS:	Exempt
UPDATED:	February, 2011

**POSITION OBJECTIVES:** Provide leadership in the planning, implementation, and assessment of the assigned Learning Community (LC) aligned with school/district goals, actions plans, and other initiatives. The Associate Principal will serve as an effective member of the Essex High School Design Team to assist and support the Principal in providing optimum educational opportunities for each student and to facilitate administrative matters relating to faculty and staff. Serve as primary administrative leader for the assigned learning community.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

**School Leadership**

- Serve as an effective member of the Essex High School Design Team to examine, research, design, coordinate, and/or transform school-wide practices aligned with the school's vision, mission, standards, action plan, and the shared direction of the learning communities and the academies of the EHS Comprehensive High School program.
- As a member of the Design Team, analyze student achievement and systems data on a middle school- to higher education and career continuum to develop, implement, and evaluate a comprehensive school action plan designed to improve student learning.
- As a member of the Design Team, design/modify and implement school organizational structures, master schedules, and support systems that effectively enable successful implementation of school and district/CCSU-wide initiatives, action plans to improve student learning, and an Essex High School strategic plan for transformation

**Learning Community Leadership**

- Oversee, direct, and coordinate planning, implementation, and evaluation of the LC for the improvement of educational programs; identify priorities within the LC consistent with school/district vision, action plan, initiatives, and strategic planning
- Work in collaboration with the Learning Community Leader (LCL) to analyze student achievement data on a middle school-high education and career continuum (see my comment above) within the context of the assigned LC, and use data to drive decision-making within the assigned LC.
- Effectively communicate, promote, and engage others within the assigned LC to help define, articulate, and support best practices that are aligned with the school/district's vision, mission, action plan, other initiatives, and strategic planning
- Work with the LCL to create an effective and supportive climate that encourages respect for self and others, positive social interaction, positive self and group esteem, and personal wellness; and makes all students, faculty and staff feel valued, safe, respected, and part of a community of purpose.
- Promote, create, and model positive relations, effective collaboration, and partnerships with parents, community, social service agencies, state agencies, higher education institutions, business, and industry to support student learning within the assigned LC.
- Oversee and direct the work of the assigned LCL and CCL(s) (and Academy Leader if applicable) to ensure the effective implementation of standards-based curriculum, instruction, and assessment and other aspects of Universal Classroom (e.g., backwards design, differentiated instruction, supported learning environments, formative assessment, standards-based reporting, data driven decision making, student engagement, and other instructional and classroom management practices) to foster the success of all students; help promote, support and engage faculty in the various aspects of Universal Classroom within the assigned LC.

- Oversee and direct the planning and implementation of a developmentally-appropriate, standards-based comprehensive assessment program within the LC that includes the effective use of assessment results to improve student learning.
- Oversee and direct the coordination of multiple support services for students within the LC.
- Assist with the coordination and scheduling of the LC and CC meetings within the assigned LC; attend and participate in said meetings.

### Personnel

- Supervise and evaluate all school personnel within the assigned LC to ensure effective implementation of standards-based instruction and assessment, and Universal Classroom; work with teachers to align supervision and evaluation goals with the school's action and professional development plans; recommend and support professional learning opportunities that are aligned with school/district vision, mission, action plan or other initiative.
- In coordination with the LCL and CCL, provide necessary direction and support to teachers within the assigned LC in various aspects of Universal Classroom (e.g., backwards design, differentiated instruction, supported learning environments, formative assessment, standards-based reporting, data driven decision making, student engagement, and other instructional and classroom management practices); perform periodic classroom observations to inform best practices in Universal Classroom using the CCSU Focused Walk.
- Serve as administrator in charge of hiring for the assigned LC; implement hiring process; establish hiring criteria, interview committee, and interview questions; screen and interview candidates; check references; document the hiring process; and recommend highly qualified staff in accordance with CCSU policy and procedure.
- Plan, schedule and utilize staff within the assigned LC according to student achievement and development, best practices, efficiency, cost, and quality.
- Manages and ensures master agreement compliance at the site level; promotes and fosters positive labor relations; informs the boards around issues of collective bargaining.
- Assist the Principal with the development and implementation of school-based and needs-based professional development plans and programs that are connected to student standards and that will result in improved student learning and are aligned with the school's action plan.
- Manage employee leave requests within the assigned LC ensuring compliance with master agreement provisions and CCSU policy/procedure.
- Manage employee tuition reimbursement requests within the assigned LC ensuring alignment with school/district vision, action plan or other initiatives.
- Effectively manage and resolve parental complaints within the LC that are unable to be resolved at the teacher level.

### Class/Course Management

- Work with the LCL to identify scheduling priorities for the assigned LC; work with the Design Team to incorporate these priorities within the master schedule.
- Direct and oversee the review and recommendations for new courses/offerings and modifications to existing courses/offerings consistent with the educational initiatives of the school; oversee Program of Studies modification and adjustments
- Ensure student enrollment in classes and/or courses within the assigned LC are consistent with the board adopted class-size chart.

### Student Management

- Counsel and provide guidance to assigned students regarding personal, academic, or behavioral issues.
- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Manage student behavior and attendance issues as necessary and implement student discipline in accordance with established protocols; serve as second line of discipline for students after the teacher has exhausted all available tools and resources.
- Administer and consistently enforce school rules that provide a safe school environment and promote student health and welfare; help maintain a code of student conduct which is firm, fair, and consistent.
- Serve as LEA liaison at 504/EST/IEP meetings of assigned students as requested or as appropriate.

## Management

- Oversee and monitor the development of the operational budget for the LC to ensure it is fiscally responsible designed to support high student achievement that is consistent with the district/schools' vision, action plan, or other initiative; evaluate financial resources of the LC for effectiveness.
- Perform those administrative functions necessary to ensure the smooth and efficient daily operation of the school (e.g., serve on the school safety team; coordinate the development and update of the Program of Studies for the assigned LC; coordinate and oversee school-wide events; coordinate testing; provide hallway, lunch, and/or outside supervision of students as requested or necessary; serve as a member of the CPT
- Implement and enforce compliance with CCSU policies, school rules, master agreement provisions, applicable state and federal laws, and other regulations of the Superintendent.
- Provide administrative coverage for before and after school and weekend activities as directed by the Principal.
- In the absence of the principal, represent the Principal and assume administrative charge of the school.
- Provide backup or support coverage for other Associate Principals of Learning Communities as requested or necessary.

### Breakdown of duties specific to the LC assignment of the Associate Principal

	Associate Principal for the Grade 9 Core	Associate Principal for Global Arts and Humanities	Associate Principal for Science, Math, and Design Technology
<i>Student Attendance and Discipline</i>	Primary administrator for Grade 9	Primary administrator for grade 10	Primary administrator for grades 11 and 12
<i>Supervision and Evaluation</i>	Grade 9 Core teachers	Global Arts and Humanities teachers	Science, Math, and Design Technology Teachers
<i>Other duties specific to the LC assignment</i>	<ul style="list-style-type: none"> <li>• Manage and oversee student registration in the learning labs</li> <li>• Coordinate and participate in transition meetings from grade 8 to grade 9</li> <li>• Coordinate and oversee the design and implementation of student advisory and personal learning plans</li> <li>• Built a sense of community for all Freshman within the LC</li> <li>• Oversee Freshman Orientation</li> <li>• Communicate with parents concerning the Grade 9 Core Program</li> <li>• Identify Grade 9 Core teachers</li> <li>• Coordinate and oversee the designation and development of Grade 9 Core classes and learning opportunities for students</li> </ul>	<ul style="list-style-type: none"> <li>• Oversee the implementation and evaluation of Academy of Visual and Performing Arts (AVPA)</li> <li>• Serves as the primary interface with Technical Center Programs related to Global Arts and Humanities</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Oversee the design, implementation, and evaluation of the Science, Technology, Engineering, and Mathematics (STEM) Academy</li> <li>• Serves as the primary interface with Technical Center Programs related to Science, Math, and Design Technology</li> <li>• Powerschool master scheduling using inputs from the Design Team</li> </ul>

**SUPERVISION RECEIVED:** Reports to and evaluated by the Principal. Receives very limited administrative direction, planning and implementing the activities of the school and related programs. Has regular meetings with supervisor on a monthly or quarterly basis regarding overall progress, direction, objectives of the program (which may include written reports) with more frequent consultations regarding special problems or specific activities as necessary.

**SUPERVISORY RESPONSIBILITIES:** Supervise and direct the activities of the assigned LCL and CCL(s). Supervise and evaluate teachers within the assigned LC. Carry out supervisory responsibilities in accordance with the organization's policies, procedures and applicable laws. Responsibilities include interviewing, hiring (or recommending for hire), orientating and training employees; planning, assigning, and directing work; supervising and evaluating performance; rewarding and disciplining employees; addressing complaints/grievances and resolving problems at the direction of the Principal.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Master's Degree in School Administration or other appropriate discipline plus five years of proven success as a classroom teacher and educational leader (with a minimum of 3 years spent in successful classroom teaching at the secondary level within one of the areas of the assigned LC, the balance in an administrative or supervisory position) or a combination of education and experience from which comparable knowledge and skills are acquired. Knowledge of contemporary instructional theory and practice.
- Demonstrated competence in vision-based and strategic planning and development, research and design, data-driven decision making, and relationship building.
- Demonstrated knowledge of best secondary practices in the areas of successful freshman transition; curriculum, instruction and assessment; and high school transformation.
- Demonstrated skill set for facilitation, effective communication, collaboration, and engagement strategies that build understanding and a community of purpose.
- Holds and communicates high expectations for ALL students and is committed to ensuring ALL students learn and succeed regardless of socioeconomic or special education status; able to lead discussions about what this means, and alter practices towards this end.
- Takes responsibility for student achievement and demonstrates commitment to continually work to improve practices and align these practices with school/district directions.
- Understanding of and ability to provide direction and leadership in the various aspects of Universal Classroom (e.g., backwards design, differentiated instruction, supported learning environments, formative assessment, standards-based reporting, data driven decision making, student engagement, and other instructional and classroom management practices).
- Commitment to standards-based curriculum, instruction, and assessment, success for all learners, parent and community participation in school life, and life-long learning; and dedication to the highest level of student and staff performance.
- **Certifications and Licenses.** Valid Vermont Professional Educator's License with a 1-91/3-91 Endorsement (Level II preferred). Valid Vermont driver's license also required.
- **Language Skills.** Ability to read, analyze, and interpret the complex scientific, educational and technical journals, financial reports, and legal documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to faculty and staff, top management, public groups, and/or school board members.

- Mathematical Skills/Reasoning Ability. Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.
- Computer Skills and Experience. Experience and proficient computer skills in word processing, spreadsheet, and database programs required. Experience with Microsoft Office preferred.
- Reasoning Ability/Mental Requirements. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical, oral, written or diagram form and deal with several abstract and concrete variables.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively, collaboratively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to effectively handle stressful situations and resolve conflicts.

**PHYSICAL EFFORT AND STRESS.** Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel; and talk or hear. The employee is occasionally required to reach with hands and arms; stoop, kneel, crouch, or crawl. The employee must occasionally lift (or assist with lifting), restrain and/or move school aged students. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Physical ability to drive also required.

**WORKING CONDITIONS:** While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually quiet to moderate.

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 This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.