

MANAGEMENT JOB DESCRIPTION

ASSOCIATE PRINCIPAL

JOB SUMMARY:

Under the supervision of the principal and in accordance with the identified California Professional Standards for Educational Leaders (CPSEL) described below, serves as the educational leader in the absence of the principal.

ESSENTIAL JOB FUNCTIONS:

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

- 1A-3: Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.
- 1B-2: Communicate the vision so that staff and the school community understand it and use it for decision-making.
- 1C-2: Use evidence (including, but not limited to, student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

STANDARD 2: INSTRUCTIONAL LEADERSHIP

- 2A-4: Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.
- 2B-4: Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.
- 2C-4: Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

- 3A-4: Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.
- 3B-4: Engage stakeholders in using problem-solving and decision-making processes and distributed leadership to develop, monitor, evaluate, and revise plans and programs.
- 3C-2: Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.
- 3D-1: Provide a clear rationale for decisions and distribute resources equitably to advance a shared vision and goals focused on the needs of all students.
- 3D-5: Conduct personnel evaluations to improve teaching and learning, in keeping with District and state policies.

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

- 4A-1: Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.

- 4B-3: Treat all stakeholder groups with fairness and respect, and work to bring consensus on key issues that affect student learning and well-being.
- 4C-1: Seek out and collaborate with community programs and services that assist students who need academic, mental health, linguistic, cultural, social-emotional, physical, or other support to succeed in school.

Standard 5: ETHICS AND INTEGRITY

- 5A-1: Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.
- 5A-2: Reflect on areas for improvement and take responsibility for change and growth.
- 5B-4: Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
- 5C-4 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.

STANDARD 6: EXTERNAL CONTEXT AND POLICY

- 6A-1: Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
 - 6A-3: Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners and students needing additional support.
 - 6B-1: Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so that every student can meet education expectations and goals.
 - 6C-3: Collaborate with community leaders and stakeholders with specialized expertise to inform District and school planning, policies, and programs that respond to cultural, economic, social, and other emerging issues.
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- Perform other duties as assigned, including test coordination and assistance with the development of the site budget.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- **Credentials:**
Elementary, Single Subject
Eligibility for California Preliminary Administrative Services Credential

- **EDUCATION AND EXPERIENCE:**
Master's Degree in Educational Leadership highly desirable. Evidence of successful experience as an elementary teacher.

Management Salary Schedule: Range J
BOARD APPROVED: 04/17/89
REVISION DATES: 09/16/08
12/18/19