

Lincoln Parish Schools

Job Description

TITLE:	School Leader—Assistant Principal/Administrative Assistant
QUALIFICATIONS:	Master's Degree, certification as prescribed by the Board of Elementary and Secondary Education
REPORTS TO:	Principal
SUPERVISES:	School faculty and staff as designated by the building principal
JOB GOAL:	To ensure and improve student achievement in the school he/she serves

PERFORMANCE RESPONSIBILITIES:

School Vision

The School Leader (Assistant Principal/Administrative Assistant):

Sets ambitious, data-driven goals and a vision for achievement and invests teachers, students, and other stakeholders in the vision

1. Uses **vision** and analysis of multiple types of data to set **goals**; references goals and/or **vision** in all meetings/ planning sessions and consistently connects them to the day-to-day work of the school
2. Actively engages **stakeholders** in the school's vision for achievement; shares specific ways families and stakeholders can support student learning; consistently addresses staff or stakeholders who contradict the vision by displaying low or negative expectations
3. Aligns **resources**: time, human and, when appropriate, fiscal to create and uphold systems that further the school's learning goals; develops and implements systems that maximize instructional time by generating strategic schedules and calendars; confirms that staff have necessary materials, supplies, and equipment
4. Supports **district guidelines** and initiatives and aligns school vision with district vision
5. Ensures that teachers follow **district guidelines**, initiatives, and vision and successfully redirects most teachers as needed

School Culture

The School Leader (Assistant Principal/Administrative Assistant):

A. Facilitates collaboration between teams of teachers

Ensures regular routines for teacher collaboration are in place.

1. Takes an active role in teacher **collaboration** meetings
2. **Teacher collaboration** is focused on assessing Louisiana Student Standards /Lincoln Parish-CIA - level student work (e.g., classroom assignments, assessment results, student engagement)
3. a. Collaboration uses analysis of student work and results to identify specific teacher actions that, if changed, would most **impact student achievement**
b. As a result of collaboration, identifies specific next steps for each teacher **and** follows up with frequent, actionable **feedback** to ensure improvement in teacher effectiveness
4. Supports **successful change and improvement** efforts
5. Actively involved in all **learning environments**—classroom, professional development, grade-level collaborations, and district meetings.

B. Provides opportunities for professional growth and develops a pipeline of teacher leaders

1. Uses **data** gathered through observations and student assessments to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness

2. Improves teacher effectiveness by providing **opportunities for professional growth** and on-going supports; tracks progress to determine teacher effectiveness and adjusts development opportunities accordingly
 3. Develops a pipeline of **teacher leaders** to provide additional support to teachers in the school by identifying mid- and high-performing teachers and developing their leadership skills and creating opportunities for them to take on additional responsibilities
 4. Makes personal **professional growth** a priority and implements changes that positively affect teacher and student growth
- C. Creates and upholds systems which result in a safe and orderly school environment
1. Confirms the **learning environment** is conducive to learning; implements systems to ensure physical and social-emotional safety is maintained for students and adults
 2. Develops clear **expectations** for student and adult behaviors based on the school values and beliefs; identifies clear positive and negative consequences
 3. Develops systems to ensure every adult understands their role in implementing both positive and **negative consequences** and consequences are consistently implemented
 4. Supervises facilities equipment management and maintenance and confirms the physical **environment** is safe
 5. Implements a **school-wide discipline plan** that clearly follows the Lincoln Parish discipline guidelines

Instruction

The School Leader (Assistant Principal/Administrative Assistant):

- A. Observes teachers and provides feedback on instruction regularly

Engages in continuous conversation with teachers about student results on the Louisiana Student Standards/Lincoln Parish-CIA Guidelines and the teacher actions that will advance student learning even further, or successfully manages through staff.

1. Using the **Compass Teacher Rubric**, regularly observes instruction and gathers evidence of student achievement and teacher performance
 2. Ensures observers make written comments using the Compass Teacher Rubric to **rate observations**.
 3. Uses evidence gathered through **observations and walkthroughs** to deliver specific, actionable feedback to teachers, identifying concrete improvements to be made, based on the rubric within 10 business days
 4. Follows up on **feedback** (e.g., by observing teacher again, collecting student outcomes data, and/or following up on next steps within a predetermined time) to determine if prioritized teacher actions and student outcomes are improving
 5. Provides in CIS viable **next steps, areas of strength, and areas needing improvement** based on Lincoln Parish Best Practices and CIA Guidelines
 6. Successful implementation of Lincoln Parish identified **Best Practices**
 7. **CIS is current** most of the time and deadlines for entry are met.
- B. Ensures teachers set clear, measurable objectives aligned to the **Louisiana Student Standards/Lincoln Parish-CIA Guidelines**
1. Sets annual student **learning targets** and ensures teachers set daily objectives that will support academic growth of students and that align with school level goals
 - **Teacher SLTs/POPs** usually monitored/adjusted for rigor
 2. Develops teacher's skill set to choose strong curriculum materials and ensures all teachers are using a **curriculum scope and sequence and assessments** that are Louisiana Student Standards/ Lincoln Parish-CIA Guidelines aligned
 3. Facilitates effective **implementation** of Louisiana Student Standards/Lincoln Parish-CIA Guidelines by regularly assessing instructional practices and student outcomes

4. Ensures teachers modify and differentiate **instructional practices** to support the learning of all students, based on student learning data
 5. Provides with fidelity viable **student-specific interventions (RTI)** for students failing to meet the standards
 6. Ensures teachers plan and teach from **Lincoln Parish-CIA Guidelines**
 7. Ensures teachers clearly write/state **learning outcomes** in student-friendly language during lesson opening & closure
- C. Ensures teachers use assessments reflective of Louisiana Student Standards/Lincoln Parish-CIA Guidelines
1. Supports the selection of assessments and curricular materials **aligned to the Louisiana Student Standards/Lincoln Parish-CIA Guidelines** and analyzes student performance on assessments to identify student learning gaps, determine interventions, and areas for instructional improvement
 2. Ensures that assessments are aligned to the **Lincoln Parish-CIA Guidelines** and mirror the rigor of state assessments

PROFESSIONAL RESPONSIBILITIES:

1. Perform any duty, not specifically assigned, as deemed necessary by the assigning authority in order to maintain continuity where needed
2. Complete and return all forms, reports, evaluation documents, etc. by required dates
3. Remain open to suggestions and innovative ideas
4. Exert every effort to constructively involve parents in the school
5. Communicate appropriately and works effectively with all populations
6. Support, implement, assist with, and/or ensures application of district initiatives and other programs or directives of the Superintendent and Board.
7. Exhibit desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude/work ethic, dependability, punctuality, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others
8. Follow the specific instructional requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines established by each

TERMS OF EMPLOYMENT: 10 or 11 months

EVALUATION: Annually (contract)

SALARY RANGE: See Lincoln Parish Teacher Salary Schedule plus increment

While the operation of the Lincoln Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, a classroom teacher should be aware of the impropriety of certain practices such as leaving students unattended, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.