

School District of River Falls
Job Description
HIGH SCHOOL ASSISTANT PRINCIPAL-INSTRUCTIONAL LEADERSHIP

QUALIFICATIONS:

A valid license for Principal by the State of Wisconsin Department of Public Instruction (DPI), and such qualifications of academic, professional, and personal experience as specified by the River Falls Board of Education.

REPORTS TO:

River Falls High School Principal

SUPERVISES:

River Falls High School (RFHS) certified and support staff as assigned by the River Falls High School Principal.

PERFORMANCE RESPONSIBILITIES

- 1. Professional Learning Leadership-** The HS Assistant Principal-Instructional Leadership will be responsible for collaborating with teachers, support staff, and administrators to create coherent, aligned professional development opportunities for educators at RFHS. This will include, but is not be limited to:
 - a. Professional learning communities (PLC)
 - i. Support faculty understanding of the purpose and goal of RFHS professional learning communities.
 - ii. Listen and respond to faculty feedback related to RFHS professional learning communities.
 - iii. Develop clear protocols that support a collaborative culture that is focused on student learning.
 - iv. Establish a commitment to continuous improvement.
 - v. Align to professional learning community goals to building and district priorities.
 - b. Faculty Development
 - i. Leverage faculty feedback to organize meaningful inservice experiences that support building and district priorities.
 - ii. Communicate the vision of the annual professional development calendar.
 - iii. Monitor development opportunities to ensure the equitable access for all staff.
 - iv. Lead the mentorship and onboarding of new faculty.
 - v. Collaborate with the RFHS Principal to create a staffing plan that meets student needs.
 - c. Curriculum, Instruction, and Assessment
 - i. Lead the development, implementation, and evaluation of curriculum by designing appropriate cycles of research, analysis, and implementation in all areas.
 - ii. Plan with the Director of Academic Services, the RFHS Principal, and other district personnel so that consistent goals and expectations are communicated to faculty.
 - iii. Provide staff with learning opportunities that improve practice and the ability to respond positively to student diversity.
- 2. Innovative and personalized student programming**
 - a. Research and share flexible student programming that maximizes personalized learning options.
 - b. Coordinate an alternative credit program that provides meaningful personalized learning options for students during the academic year and summer.
 - c. Collaborate with the Director of Academic Services to ensure the alternative credit program is appropriately staffed and scheduled.
- 3. Serve as the administrative liaison to the Virtual/e-School.**
 - a. Communicate with families and Virtual/e-School staff so that all stakeholders understand the similarities and differences in programming at the Virtual/e-School and the student's traditional school.

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- b. Coordinate with student services, special education, Title I, english language, academic-career planning, and gifted-talented staff so that Virtual/E-School students are connected with these supports and opportunities at the student's traditional school.
 - c. Supervise efforts to maintain accurate student records.
 - d. Develop and implement procedures to ensure that transcripts are accurate and up-to-date;
 - e. Address discipline and attendance concerns with families.
 - i. Investigate absences, interpret and enforce state attendance laws, issue warnings to violators, file complaints to appropriate agencies, and, if necessary, participate in court hearings with repeat offenders;
 - ii. Develop and administer disciplinary procedures in accordance with district policies and state laws; respond to and resolve parent, student, and staff concerns and complaint
 - f. Assist the program coordinator and work collaboratively with the administrative team in implementing, monitoring, and staff supervision.
 - g. Support the implementation of of the Student and Parent e-School Contract ([LINK](#))
 - h. Monitor and oversee student program metrics in Infinite Campus, Edgenuity and Odysseyware specific to attendance and academic progress
 - i. Participate in on-going and proactive communication with the Director of Academic Services and Virtual/E-School Instructors to ensure:
 - i. The mission, vision, and goals of the Virtual/E-School are understood and implemented.
 - ii. Virtual/E-School Instructors and students have the supplies, materials, and resources needed to effectively teach and learn.
 - iii. Consistent expectations of school-based staff providing services to Virtual/E-School Students.
- 4. Work collaboratively with the Assistant Principal-Student Services to proactively manage student attendance, discipline, and student behavior. Specific responsibilities include, but are not limited to:**
- a. Enforce local and state attendance and truancy statutes.
 - b. Communicate school behavioral expectations to students and families.
 - c. Implement and manage daily student discipline and behavioral supports.
 - d. Support building staff in best practices related to student behaviors and classroom management.
- 5. Performance Evaluation and Feedback to assigned staff.**
- a. Strive to accurately assess professional practice, provide high quality feedback and other coaching supports.
 - b. Foster a cycle of continuous improvement as a cooperative process involving classroom teachers.
 - c. Engage in calibration activities to improve evaluation accuracy.
- 6. Work collaboratively with the High School Administrative team to lead all school operations.**
- a. Ensure equitable access to achievement for all students.
 - i. Evaluate programming so that all students' college and career planning needs are met.
 - ii. Monitor and address achievement gaps in and across student groups.
 - iii. Strive for proportional representation of students in curricular and co-curricular programs.
 - b. Promote a positive school culture
 - i. Climate
 - 1. Shape and support the school climate by fostering a shared understanding of the school's values, beliefs, goals, and standards for interactions that are inclusive and representative of the different perspectives.
 - 2. Develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals.

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3. Identify and recommend students, in a timely and proactive manner, who would benefit from attending RCA.
- ii. Communication
 1. Use effective communication strategies to provide direction and develop understanding and motivation around school goals and improvement efforts.
 2. Tailor messages to the audience (i.e., staff, parents, students, community), evaluate and modify to increase effectiveness.
 3. Respond in timely and meaningful ways to the inquiries.
- iii. Change Management and Shared Commitment
 1. Effectively manage change by cultivating collaborative leadership, building consensus and integrating district and state initiatives into school improvement goals.
- c. Manage school operations
 - i. Responsible for the oversight of all safety and emergency planning and procedures.
 - ii. Create environments conducive to student academic, social, and emotional success.
 - iii. Create a positive work environment for educators and staff.
 - iv. Organize and coordinate the work of all secretarial help in the school office.
- d. Develop school policy
 - i. Promote understanding, implementation, and compliance with policies, procedures, laws, and regulations to meet the needs of students and staff.
 - ii. Work with the Superintendent in carrying out Board of Education policies pertaining to the operation of the schools.
 - iii. Determine, with the faculty, school policies and procedures; implements, evaluates and periodically reviews school policies and practices.
- e. Lead staff collaboration
 - i. Encourage staff to take on leadership roles that contribute to meeting school goals, and support emerging leaders with feedback, coaching, and mentoring.
 - ii. Create opportunities for collaboration aligned to school and district goals and that focus on instruction, teaching, and learning.

7. Personal and Professional Growth

- a. Model professionalism by exhibiting ethical and respectful behavior that is displayed in the interactions with students, staff, parents and the community.
- b. Maximize time focused on student learning, and use feedback to improve personal performance and student achievement.
- c. Participate in school district and state workshops and conferences which deal with topics of self-improvement.
- d. Pursue programs of post-certification and university coursework which will enhance instructional leadership skills and administrative expertise, and contributes to improved performance.
- e. Remain current on important issues in education through comprehensive professional reading.
- f. Demonstrate a positive demeanor and set an example for professional behavior in others.
- g. Contribute to the profession by participating in and occasionally leading activities that promote school leadership and organizational effectiveness.
- h. Set clear and realistic action steps that adhere to identified goals and engage in decision-making that prioritizes time for teaching and learning.

8. Responsible for all of the above duties and any other assignments delegated to him/her by the River Falls High School Principal or Superintendent of Schools.

Revised: 9-28-20