



ASSISTANT PRINCIPAL – SPECIAL PROGRAMS VICE PRINCIPAL – SPECIAL PROGRAMS

BASIC FUNCTION

Under administrative direction, support the Principal or designated administrator in establishing and implementing an instructional vision and a focused plan for improving student achievement while narrowing the disparities between the highest and lowest performing students; support professional educators in strengthening their instructional practices; create a community of continuous learning for all staff and students; foster a culture of high expectation, providing every student with equitable access to high quality and culturally relevant instruction; support and implement the District's Racial Equity Policy; build strong partnerships with families and community; create a safe, welcoming environment that reflects and supports the racial and ethnic diversity of the student population and communities served; participate in managing operational, technical, and school activities and staff to promote student growth.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Participate in the development and evaluation of educational programs; encourage and support implementation of instructional and specialized programs, assisting educators and others to pilot such efforts when appropriate; promote the use of technology in teaching and learning process. “E”
- Supervise operations as assigned by the principal or designated administrator, by participating in the development of class schedules, teacher assignments, academic and extracurricular activities' schedules and other school operations; supervise monitoring of student attendance and investigate when appropriate and comply with federal and state laws, State Board of Education rules, and board policy. “E”
- Use data to assess student progress, formulate instructional practices and to differentiate instruction; focus on narrowing disparities between the highest and lowest performing students in order to meet the academic needs of individual students. “E”
- Assist with development of school improvement plans with staff, parents, community members and other stakeholders; develop, support the maintenance and use of information systems to track progress on school performance objectives and academic excellence indicators. “E”
- Ensure that students are adequately supervised during non-instructional periods; develop and/or help maintain a student behavior management system that results in positive student conduct; ensure that school rules are uniformly observed and that behavior correction is appropriate and equitable: conduct conferences on student and school issues with parents, students, and teachers. “E”
- Regularly observe classroom instruction and record observations; recommend improvements for employee performance. Ensure equitable access to curriculum standards, programs, and materials regardless of race or achievement levels; may serve as evaluator for designated employee evaluation systems. “E”
- Contribute to a shared leadership team which reflects diverse perspectives. Develop and mentor teachers and teacher leaders. “E”
- Participate in support of instruction by providing professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement; monitor student progress, and use assessment and accountability tools to eliminate the effects of institutional racism. “E”

- Promote a positive, safe and caring climate for learning; deal sensitively and fairly with persons from diverse cultural backgrounds; communicate effectively with students, staff and parents. “E”
- Learn and use District IT systems to perform routine tasks, such as performance management assessments; accessing financial reports and managing school staffing and budget information. “E”
- Articulate the school's mission to the community and solicit its support in accomplishing the mission; use appropriate and effective techniques to encourage community and parent involvement. “E”
- Actively engage and advocate underrepresented families of color, including those whose first language may not be English, as essential partners in their student’s education, school planning and decision-making. “E”
- Represent the district and assigned school in meetings, workshops, conferences and professional activities at and away from the school site; may assume leadership of the school site in the absence of the Principal. “E”
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

The Assistant Principal and Vice Principal – Special Programs provide organizational and educational leadership for the students, staff, community and stakeholders served by the Portland Public Schools. Assistant Principals – Special Programs are typically assigned to support an Elementary, Middle, and/or PK-8 non-traditional school program, while Vice Principals – Special Programs are generally assigned to support a non-traditional K-12 and/or High School program. The Assistant and Vice Principals for Special Programs support the leadership in establishing an instructional vision and a focused plan for improving student achievement, creating a community of continuous learning and fostering a culture of high expectations. Employees in these assignments may be located at a single location or at multiple sites and may or may not be co-housed on the same campus as the assigned Principal/designated administrator.

LEADERSHIP CHARACTERISTICS

Racial Equity: Leaders are able to adapt to a variety of situations and are committed to racial equity. They are able to build cultural awareness through self-reflection to identify one’s own racial and ethnic identity development. Leaders must invite multiple perspectives, actively listen and be willing to change by understanding the relationship between intent and impact of their decision.

Vision: Leaders inspire others to ideal future by providing a shared vision among stakeholders and by developing goals that focus on the District strategic initiatives. They are able to paint a big picture for others to understand the purpose of their work.

Communication: Leaders motivate others to understand their role and impact on the District’s vision through open communication that is proactive, sensitive and transparent. A powerful communicator is one who is aligned with the values of the organization and models listening, writing and speaking skills that build trust.

Organizational and Accountability Capability: Leaders hold others accountable to the values of the organization and hold themselves accountable for final outcomes by establishing clear structures for work to be accomplished.

Political Skill: Leaders build coalitions and bridges by cultivating support through sensitivity to relationships, understanding others’ perspectives, and by bringing others together to attain educational equity for all students.

Trust and Integrity: Leaders must be truthful and open to establish trust. They must also establish caring relationships and create an environment that fosters open and honest discussions.

Knowledge of:

Research-based instructional strategies and models for improving instructional practices for all students
K-12 Education public schools’ laws, policies and guidelines related to administration, curriculum and leadership.
District labor organizations and collective bargaining agreements.

Ability to:

Participate in the management of systemic change and successfully implement reform initiatives that produce significant gains in closing the achievement gap.
Participate in leadership responsibilities including service as an Instructional Facilitator, member of School Site Council, Equity Team, Data Team, Leadership and other district and school based teams.

Advocate, model and implement Portland Public School's Racial Equity, Equity in Public Purchasing and Contracting and Affirmative Action board policies.

Use word processing, spreadsheet and presentation software.

Education and Training:

A State of Oregon issued Administrative License is required at the time of appointment.

Experience:

A minimum of three (3) years as a licensed school professional is required. Experience in a PK – 12 school leadership position with demonstrated results in improving academic performance is preferred.

Experience working in a non-traditional or alternative educational program in a richly diverse school community and environment and bilingual or multilingual skills are highly desirable.

Special Requirements:

Positions in this classification require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

Work hours may include on- and off-campus evening and weekend activities and meetings and district, school and student functions.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in an elementary, middle, K-8 and/or High School campus environment with extensive student, parent and public contact and frequent interruptions. Work hours may include on- and off-campus evening and weekend activities, meetings and district, school and student functions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in a school office and campus setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Non-Exempt
Bargaining Unit: Non-Represented
Salary Schedule: Licensed Administrator

Approval Date: July 1, 2015
Revised 1/12/16

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.
Board of Education Policy 1.80.020-P