



Sumner Bonney Lake School District

An Equal Opportunity/Affirmative Action Employer

Assistant Principal - High School

Contract:

Full year contract and compensation as per the Sumner Principals and Directors Association Collective Bargaining Agreement (SPDA CBA) and represented by the Sumner Principals and Directors Association.

Specific Job Requirements:

- Valid Washington State Principal certification
- Valid Washington State Teaching certificate/ESA Certificate
- Masters' degree in educational administration or a related field
- Successful teaching and instructional leadership experience.
- At least 5 years experience as a teacher preferred
- At least 3 years experience as high school level administrator preferred
- Willingness to continue to upgrade skills to adapt to changing job requirements.
- Experience and/or training with cultural, ethnic, and language diversity preferred
- Must possess and maintain a valid Washington State Driver's License.

General Job Requirements:

The primary responsibility of the Assistant Principal is the daily improvement of classroom instruction with the result of high levels of student academic performance. The Assistant Principal is responsible for helping the Principal with all aspects of the instructional program (curriculum, materials, instructional capacity, use of assessment, resource allocation) to achieve high standards for student academic performance and to do so with a high level of integrity.

Successful candidates will be able to demonstrate verifiable evidence of the following:

1. Instructional Expertise

- Ensures the consistent delivery of an aligned curriculum, especially in the academic core, where standards are taught to and learned by every student.
- Demonstrated experience (in a previous administrative assignment) developing a strong culture of improved achievement
- Experience in implementing curriculum, assessment, instruction that improve learning performance
- Prior experience in designing and implementing a schedule that meets student needs and supports.
- Ability to assign classrooms and schedule the school day to support collaboration.

2. Assessment Expertise:

- Uses data to know learners, monitor and measure progress, establish targets and determine next steps to improve instructional practice and student learning.
- Experience in using data to assign teaching staff based on student need and teacher expertise.
- Experience in using data to identify, monitor and intervene with students most at risk of failure
- Experience in using data to identify groups of students that are underperforming and to establish specific achievement goal increases for each group.

3. Ability to Lead Others for Improvement:

- Ensures there is a widely shared vision of effective instruction as evidenced by the daily instructional models in every classroom every day
- Evidence of the ability to provide constructive and/or directive feedback to classroom teachers and the subsequent monitoring of progress toward the suggested/directed goal that resulted in a change of behavior or practice
- Demonstrated experience in implementing research based, best practices that have increased student achievement.

4. Ability to Impart Urgency about Student Learning:

- Ensure that every student meets or exceeds standards by helping to create an understanding and a sense of urgency among teachers, students and the community and to do what it takes to guarantee success for every student
- Demonstrated ability to bring people and resources together around best practices that improve instruction
- Demonstrated experience in resolving and/or managing conflict
- Demonstrated ability to work well with people, maintain positive working relationships, and solve problems

5. Ability to Help Adults Grow and Learn:

- Ensure conditions that build ownership and grow capacity through on-site, intensive, collaborative and job-embedded professional development that is modeled around the best teaching and learning practices
- Model listening to and partnering with students, staff, and adults from diverse ethnic and cultural backgrounds
- Strong supporter of teacher leadership and collaborative processes
- Demonstrated ability to create a professional learning community focused on quality instruction and learning
- Demonstrated experience of the ability to set, model, and monitor and enforce the adherence to clear expectations/standards for behavior for both staff and students

Essential Job Functions:

- Supervise and evaluate instructional and operational staff at the building level
- Monitor student activities for the purpose of providing a safe and optimal learning environment
- Value staff, student, parent and community input in creating a positive, respectful and welcoming school
- Communicate effectively both orally and in writing
- Manage resources to meet legal requirements, achieve building purposes for improved instruction
- Professionally interact with students, staff, and public
- Establish and maintain professional contacts with students
- Comply with all district policies and procedures

- Comply with the Code of Professional Conduct
- Perform related duties as assigned
- Completes other tasks as assigned by the principal and the Superintendent
- Participates in staff and department meetings.
- Works collaboratively within the professional learning community of the school and district.
- Ability to learn new procedures quickly, flexibly and adaptably.
- Must be able to perform the essential functions of the job with or without reasonable accommodations.
- Ability to relate effectively with parents, staff, students, vendors and the public in a multicultural and multiracial community.
- Reports to work with regular and reliable attendance and punctuality.
- Upholds board policy, district and building policies and goals.
- Take all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Inspects school or district facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition, and/or identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc.

Working Conditions:

Good working conditions. Occasional exposure to weather. Moderate physical demand, occasionally required to lift and carry objects weighing up to twenty-five (25) pounds and push/pull with up to twenty-five (25) pounds of force. Must be able to walk up to 500 feet at a time and climb stairs as needed.

The District operates on a fiscal year from September 1st through August 31st. Those employees who do not work the full year are paid over a 12-month period. This means that during the school year the monthly pay warrants will be approximately 1/12 of the school year earnings, which allows the employee to receive a pay warrant during the summer months.

Alternatives to the above requirements and desirable qualifications may be made as the District finds appropriate and acceptable. It is understood that the District has a right to transfer and assign employees to best fit the needs of the District.

The Sumner-Bonney Lake School District will make “reasonable accommodation” as a change or adjustment to a job or work environment that allows a qualified individual with a disability to satisfactorily perform the essential functions of a particular job, and does not cause undue hardship for the employer.

The Sumner-Bonney Lake School District does not discriminate in any programs, services or activities on the basis of sex, race, creed, religion, color, national origin, age honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or serving animal by a person with a disability. The district provides equal access to the Boys Scouts of America and other designated youth groups.

The Sumner-Bonney Lake School District will also take steps to assure that persons without English language skills can participate in all education programs, services and activities. For information regarding translation services or transitional bilingual education programs contact the Director of Student Services.

The following employees are designated to handle questions and complaints of alleged discrimination: Title IX/RCW 28A.640 Compliance Officer Adrienne Chacón, Director of Human Resources, adrienne_chacon@sumnersd.org; ADA Coordinator, Robert Gallagher, Director of Human Resources,

robert_gallagher@sumnersd.org; Section 504 Coordinator Karen Finigan, Executive Director of Special Services, karen_finigan@sumnersd.org; 1202 Wood Avenue, Sumner, WA 98390.

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