

### SECTION I: GENERAL INFORMATION

<b>Classification Title:</b> Assistant Principal – Curriculum and Instruction	<b>Department:</b> Curriculum and Instruction	<b>Unit:</b> Principals
<b>Immediate Supervisor:</b> Director of Curriculum & Instruction	<b>Grade Placement:</b>	<b>FLSA Status:</b> Exempt

#### Job Summary:

Under the direction of the Director of Curriculum & Instruction, the Assistant Principal-Curriculum & Instruction is responsible for overseeing and preparation of the Title programming and ADSIS state aids and grants; performing teacher observations and evaluation of instructional practices; coordinating, designing and refining instructional programs, protocols, curricula and intervention programming; serving as the District Assessment Coordinator coordinating district testing procedures, data collections for state mandated testing, establishing curriculum adoption cycles through Learning Area Committees, and programming purchases and working closely with Director of Curriculum and Instruction in evaluating needs and communicating results, needs, and outcomes.

Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Oversees state grants (Title) and state aids (ADSIS) including such activities as:
  - Determining budget requirements and expenditures.
  - Determining and writing budget amendments.
  - Completing progress reports and surveys.
  - Writes grant applications.
  - Communicates with building staff and administrators and evaluates and/or provides feedback on staff requirements (i.e. service hour spreadsheets).
2. Evaluates intervention employees assigned in a given school year.
3. Conducts and performs teacher observations and evaluations. Completes required protocols.
4. Evaluates instructional practices and plans, designs and refines instructional practices, programs, protocols, curricula, and intervention programming. Provides support related to staff development, interventions, and MTSS practices, data, resources, and materials.
5. Determines programming purchases and/or cuts. Provides support for curriculum adoption cycles through the Learning Area Committees. Evaluates needs and communicates decisions.
6. Evaluates needs and communicates decisions related to the Office of Curriculum & Instruction.
7. Collaborates and works closely with the Director of Curriculum and Instruction concerning implementing departmental goals, objectives, and programs.
8. Serves as the District Assessment Coordinator overseeing the scheduling, training, testing, collection and data analysis of all state mandated testing.
9. Performs other duties of a comparable level or type, as required.
  - Keeps abreast of changing developments, trends, and technologies within the field.
  - Participates in staff development and professional development activities.

**SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS**

<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>	<p><b>Skilled in:</b></p> <ul style="list-style-type: none"> <li>• Leading, coordinating and facilitating curriculum evaluation and design.</li> <li>• Analyzing and presenting assessment results.</li> <li>• Assisting classroom teachers in assessing, improving and revision curriculum, including experience working with staff across grade levels and different subject matter.</li> <li>• Conducting teacher observations and evaluations.</li> <li>• Grant writing and grant administration functions.</li> <li>• Collecting, summarizing, analyzing and interpreting testing or other statistical data.</li> <li>• Utilizing statistical packages and software packages for data analysis.</li> <li>• Designing and laying-out documents and reports.</li> <li>• Coordinating and organizing the administration, collection, testing administration and distribution of standardized tests</li> <li>• Presenting complex reports, issues, and concepts before diverse audiences and groups.</li> <li>• Evaluating, improving and implementing change processes.</li> <li>• Designing, developing, and implementing of professional development programs and services.</li> <li>• Dealing with staff, parents, administrators, and other educational professionals over curriculum, assessment, testing, and staff development issues and concerns. Interactions require presentational and communication skills to persuade, instruct, facilitate, inform, and work with others to gain cooperation and understanding of educational issues/needs/outcomes and to advise or make recommendation.</li> <li>• Excellent organizational, verbal, written, and listening communication skills.</li> <li>• Demonstrated leadership and collaboration skills.</li> </ul>
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**Required Work Experience in Addition to Formal Education/Training:**  
 Requires a minimum of 5 years teaching experience that includes the coordination and/or supervision of educational programs, activities, staff, and assessment experience.

<b>LICENSE/ CERTIFICATION</b>	<p><b>Identify licenses/certification required:</b>          Valid MN driver’s license. Teaching License in the State of MN. K-12 Principal Administrative Licensure</p>
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**EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:**

<b>REQUIRED EDUCATION/TRAINING (choose one)</b>		<b>DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)</b>	
	<b>less than high school diploma</b>	Master’s Degree	
	<b>High school diploma or GED.</b>		
	<b>1 year college</b>	<b>2 years college</b>	<b>Major field of study or degree emphasis:</b> Education or closely related field
	<b>3 years college</b>	<b>4 years college</b>	
	<b>1st year graduate level</b>	<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b>	
<b>x</b>	<b>2nd year graduate level</b>		



		<ul style="list-style-type: none"> <li>• Knowledge of local, state and federal mandates, rules and requirements pertaining to student assessment and achievement.</li> <li>• Knowledge of research and statistical qualitative and quantitative procedures, methods, tools and principles.</li> <li>• Knowledge of technology tools, databases, software and applications used in evaluating statistical data, report preparation, and presentations.</li> <li>• Knowledge of the fundamentals of instructional design, development and learning theories.</li> <li>• Fundamentals of grant writing and administrative and reporting requirements.</li> <li>• Current teaching principles, practices, techniques and approaches.</li> <li>• Child development theories and development stages and needs.</li> <li>• Current trends, theories and technologies pertaining to learning and instruction.</li> <li>• Elements of effective assessment design and administration processes.</li> <li>• State and local systems for recording and reporting assessments.</li> <li>• Curricular and instructional material and strategies.</li> <li>• District administrative policies and procedures.</li> </ul>
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<b>HAZARDOUS WORKING CONDITIONS</b>	<p><b>Unusual or hazardous working conditions related to performance of duties:</b></p> <p>Duties are performed in a typical school district office setting. There are minimal environmental hazards and risks associated with the nature of the work.</p>
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**PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)**

Amount of Time Spent					Amount of Time Spent				
<u>Physical Activities</u>	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand		X	X		Up to 10 lbs			X	
Walk		X	X		Up to 25 lbs	X			
Sit				X	Up to 50 lbs	X			
Use hands to finger, handle or feel			X		Up to 100 lbs	X			
Reach with hands and arms			X		Over 100 lbs.	X			
Climb or balance	X								
Stoop, kneel, crouch or crawl		X							
Talk or hear				X					
Taste or smell	X								

**PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities**

**Physical requirements associated with the position can be best summarized as follows:**

**Sedentary Work:**  
 Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Majority of time is spent sitting.



## SECTION IV: DISTRICT MISSION AND CORE VALUES

<p><b>OUR MISSION</b></p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p><b>CORE VALUES</b></p>	<p><b>We believe that:</b></p> <ul style="list-style-type: none"> <li>• Trust and respect are fundamental for thriving relationships.</li> <li>• Our community flourishes when individuals, families and organizations collaborate.</li> <li>• Every person matters and has value.</li> <li>• Responsibility and accountability are essential for personal growth, organizational improvement and community engagement.</li> <li>• Commitment to high expectations is essential to help achieve full individual and collective potential.</li> </ul>
<p><b>MISSION OUTCOMES</b></p>	<p><b>By 2020, all students will...</b></p> <ul style="list-style-type: none"> <li>• Develop a personalized education path they can articulate and use to progress toward their evolving dreams.</li> <li>• Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.</li> </ul>
<p><b>STRATEGIES</b></p>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>• Ensure that every employee understands, supports and promotes our core values and mission.</li> <li>• Build trust and facilitate engagement with all ISD 15 stakeholders.</li> <li>• Align and support all educational programs and services to achieve our mission and mission outcomes.</li> </ul>
<p><b>STRATEGIC DELIMITERS</b></p>	<p><b>We will NOT...</b></p> <ul style="list-style-type: none"> <li>• Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources</li> <li>• Make decisions without the use of relevant data provided by the appropriate personnel.</li> <li>• Allow past experiences to interfere with the consideration of new ideas.</li> </ul>

## SECTION V: CLASSIFICATION HISTORY AND APPROVAL

**This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.**

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**Department Head's Signature**
**Date**

**Classification History:**  
Created classification description 4/2016 BCC

