

ARLINGTON HEIGHTS SCHOOL DISTRICT 25
1200 South Dunton Avenue
Arlington Heights, Illinois 60005-3122

Job Description

Assistant Principal/Early Childhood Coordinator

Purpose:

The Assistant Principal/Early Childhood Coordinator provides leadership, management and supervisory skills that promote learning for each student. They lead others and stand for the ideas and values that help to develop globally competent citizens. They are stewards for learning – student learning, staff learning, and parent learning. They provide a clear vision, inspiration, energy and insight for all stakeholders in an enlightening and high functioning school community. They are focused on nurturing global citizens for an active role in a democratic society. They have a WIRED focus with special emphasis on creating a learning environment that is world focused, integrated, reflective, engaged and full of discovery. They are the conveyors of best practice, catalysts of learning, and protectors of the whole child. They are attentive to habits of mind, data driven decision-making, the change process, accountability, conflict resolution, team building, and a well-organized school. They have a set of beliefs and a skill set that guides the school in day-to-day operations to ensure the health, safety, and welfare of all students, staff, and families. They orchestrate a complex, dynamic, and collaborative learning community each and every day where students and student learning are always the central focus. In addition, the early childhood coordinator portion of the position was established for the purpose of directing special services programs and services; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines; and serving as a member of the leadership team.

Reports to:

The Assistant Principal/Early Childhood Coordinator reports to the Principal and Assistant Superintendent for Student Services.

Qualifications:

The Assistant Principal/Early Childhood Coordinator shall have a valid Illinois Professional Educator License (PEL) with a General Administrative Endorsement/license for the position of principal.

The Assistant Principal/Early Childhood Coordinator must be of good character and integrity.

The Assistant Principal/Early Childhood Coordinator shall have the experience and skills to work effectively with the staff, district leadership team, students, parents, and community.

Experience working with/in special education programs preferred.

Terms of Employment:

Salary, benefits and work year are established by the Arlington Heights School District 25 Board of Education.

Evaluation:

Illinois Standards for School Leaders based on Performance Evaluation Reform Act of 2010 (096-0861) and Part 50 Evaluation of Certified Employees Under Article 24A of the Illinois School Code (Rules and Regulations) form the basis for evaluation.

Job Responsibilities:

The role of the Assistant Principal/Early Childhood Coordinator is to support the principal in meeting the goals, responsibilities and expectations of the building and to lead the Early Childhood Program. This administrator receives assignments from the Principal and Assistant Superintendent of Student Services, at his/her discretion.

Essential Functions:

1. Living A Mission, Vision, and Beliefs Focused on Results:

- Creates and implements a vision that leads to student improvement for all learners
- Develops shared vision of rigor and high expectations
- Ensures vision and mission drive school decisions
- Confronts low expectations
- Conducts crucial conversations based on student performance data for purpose of enhancing student learning

2. Leading and Managing Systems Change:

- Develops, implements and monitors outcomes of school improvement plan and student achievement data to improve student learning
- Creates safe, clean, orderly learning environment
- Collaborates with staff to achieve school improvement plan targets
- Utilizes current technologies to support leadership and management functions
- Align resources to improve teaching and learning

3. Improving Teaching and Learning:

- Works with and engages staff in shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student learning in every classroom
- Implements curricular scope and sequence
- Reviews instructional practices
- Creates continuous improvement cycle
- Implements data guided decisions
- Implements data guided instruction
- Uses disaggregated data
- Selects and retains teachers that maximize student learning
- Evaluates the effectiveness of teaching and holds teachers accountable
- Ensures professional learning for teachers that enhance student learning
- Promotes use of technology to enhance student learning

4. Building and Maintaining Collaborative Relationships:

- Creates, develops and sustains relationships that result in active student engagement in the learning process
- Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies
- Proactively engages families and communities in support of child's learning and school learning goals
- Demonstrates an understanding of the change process
- Strengthens collaboration with other schools, as well as local, regional, national and international communities
- Develop professional learning networks within schools, as well as local, regional, national and international communities

5. Leading with Integrity and Professionalism:

- Treats all people fairly and with dignity and respect. Protects the rights and confidentiality of students and staff
- Demonstrates personal and professional standards and conduct that enhance the image of the school and the education profession
- Creates and supports a climate that values, accepts, and understands diversity in culture and point of view.
- Recognizes strengths of diverse population
- Creates a culturally responsive climate
- Engages in courageous conversations about diversity
- Expands opportunities for all students to learn from and work with highly qualified and diverse staff

6. Creating and Sustaining a Culture of High Expectations:

- Builds a culture of high aspirations and achievement for every student
- Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission
- Leads a school culture and environment that successfully develops the full range of students' learning capacities – academic, creative, social-emotional, behavioral, and physical
- Builds an environment that considers all aspects of wellness: physical, nutrition, health, safety, decisions and choices, mental as well as physical well-being.

Performance Responsibilities:

- Develops, implements, and monitors District 25 special education programs and procedures to ensure compliance with the Individuals with Disabilities Education Act.
- Administration Code for special education, school code, and other laws and regulations.
- Manages day-to-day functioning of the Early Childhood Program
- Manages child find activities for students birth to five
- Coordinates and participates in IEP meetings, maintains students records, and participates in the placement of students.
- Advises parents, regular education, and special education teachers in the proper programming for students.
- Facilitates transition of students from Early Intervention and from Early Childhood to kindergarten.
- Assists in developing a continuum of comprehensive Early Childhood programs and services.
- Hires and trains student services personnel for the programs.
- Supervises and evaluates certified and non-certified staff.
- Monitors and assists teachers and other program personnel in the adaptation and evaluation of instructional materials and curriculum.
- Assists student services personnel in the improvement and updating of methods, materials, and techniques for his/her professional area.
- Observes students and classrooms and make recommendations.
- Participates in due process activities as needed.
- Coordinates Communications (early childhood and kindergarten) Program
- Completes State forms including personnel, child count, and extended school year.
- Provides ongoing communication regarding student services programs to staff members and parents.
- Informs the Assistant Superintendent for Student Services of student progress, teacher and other personnel effectiveness, and program development.

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- Supports building-level special education and Rtl teams.
- Able to work in diverse environments, with frequent interruptions; and changing work priorities.

Working Environment:

The usual and customary methods of performing the job's functions require the following physical demands: Occasional lifting (should be able to lift up to 50 pounds), carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under minimal temperature variations and is generally a hazard free environment.

FLSA Status: Exempt

Contract Length: 220-day work calendar for assistant principals

Salary: Salary dependent on experience and education