



June 21, 2019

The Vacancy – Assistant Principal POOL (K-12)

This position is open to both internal RSD applicants and external candidates

This posting replaces Assistant Principal Postings for Elementary (Grades K-5) and Secondary (Grades 6-12).

The Vacancy

RSD is seeking outstanding educational leaders who will help us to achieve our mission of educating every student for success with the goal of expanding learning for all while reducing the income-based achievement gap.

Staff in the Richland School District understand that educating the children of a community is an unequaled responsibility. It is an undertaking we all do together. Collectively, we ensure every single child has everything he or she needs to build a successful future, and that every single day he or she is celebrated as special and unique.

The District

Richland School District encompasses the cities of Richland and West Richland. The District includes ten elementary schools, four middle schools, two senior high schools, an alternative school with grades nine through twelve, and a home school partnership program. The District also is a partner in a regional STEM high school based in Pasco.

Richland schools receive strong support from the community. The most recent operating levy in February, 2018 was approved by our community with a 69% “yes” vote, and a second levy specific to instructional technology also passed. A February, 2017 \$98 million dollar construction bond passed with 61.5% approval and will fund the construction of two new and two replacement elementary schools. Approximately 13,500 students attend schools in the Richland School District.

Qualifications

Education/Certification/Experience

- Master’s Degree in Educational Administration or related field
- Valid Washington State Principal certificate
- At least three years of teaching (teaching and/or Educational Staff Associate) experience
- Successful administrative internship required; other leadership experience preferred

Required Knowledge/Skills/Abilities

- Excellent leadership skills and the ability to implement programs that reflect the commitment and direction of the district’s philosophy and strategic planning goals.
- Ability to design, monitor, implement, evaluate, and supervise the building’s Special Education program as part of the building’s administrative team and in partnership with District program oversight. Provide clarifications, coaching and/or correction to building staff as needed.
- Demonstrated ideas, skills, and ability to narrow income-based achievement gaps.
- Knowledge and understanding of current educational issues, ensuring curriculum that is aligned with the Common Core State Standards (CCSS).
- Familiarity with the background, development, and implementation of Smarter Balanced Assessment (SBA) testing required for the school district.
- Ability to develop, implement, and engage staff in ongoing professional development with a focus on improving student learning.
- Ability to manage student discipline program, including investigatory techniques, application of relevant district and school policies and procedures, and communication to invested parties, including (but not limited to) students, staff, parents, administrators, and the school community.

- Knowledgeable and supportive of effective curriculum, good instructional practices and appropriate assessment strategies.
- Ability to work with all staff and the building principal to develop and implement a clear and focused school improvement plan that aligns to District goals.
- Proficiency with using data to further instructional goals within a building.
- Ability to work collaboratively with other principal colleagues.
- Knowledge and understanding of the use of an instructional framework to guide instructional practices, including experience with (Teacher/Principal Evaluation Pilot) TPEP evaluations.

Human Relations

- Ability to effectively supervise and evaluate building certified and classified staff.
- Possess knowledge and skills to interview and recommend strong selection of staff members.
- Ability to motivate others to change and model appropriate effective behavior.
- Actively participate as a supportive team player and encourage leadership qualities in others.

Organization

- Assist the principal and lead staff, students, parents and the community in development and implementation of building goals with a clear focus on the improvement of student learning.
- Assist the principal in setting building level priorities in consideration of community and district priorities and student/staff needs.
- Ability to enthusiastically and creatively inspire staff, parents and community trust in the school district and build a 'team spirit' among employees.

Communication Skills

- Ability to work collaboratively and productively with district administrators, staff, parents, community members and students.
- Solid communication skills, including the ability to listen and incorporate the ideas of students, staff and community.
- Ability to model technology as an essential integrated tool for teaching, learning and managing building needs.

Decision Making Skills

- Demonstrate clear rationale and process for making decisions.
- Ability to interpret and implement board policies and administrative regulations.
- Strong understanding of fiscal management and managing a building budget.
- Proven ability to use student achievement data to assist the decision making process.

SKILLS / COMPETENCIES:

We are seeking a passionate and committed instructional leader who demonstrates:

- **Student-first mentality:** holds high expectations for student achievement; makes decisions that prioritize the needs of students above all other competing priorities; measures success by student outcomes and student academic and social-emotional success; believes families are an integral component to student and school achievement.
- **Visionary leadership:** An ability to be a bold, innovative, and engaging change agent and culture-creator; a visionary leader with a track record of inspiring and motivating those around them.
- **Commitment to narrowing the opportunity gap:** has a strong commitment to equity and social justice; maintains a high level of commitment to traditionally underrepresented student populations (i.e., students with disabilities, limited language, and low socio-economic status); maintains a commitment to high-performance standards and unwavering belief that all students can excel.
- **Instructional leadership:** has a demonstrated history of raising student achievement; identifies and cultivates high-quality instruction and effective instructional programming; has a strong understanding of the Washington State Learning Standards and pedagogy; has a proven track record of using individual student and school-wide assessment data to drive student achievement gains.
- **Organizational leadership:** builds high-performing and collaborative classroom/school culture; inspires and leads others in driving towards improved student outcomes and a strong school culture; builds strong relationships

and is able to have difficult conversations when necessary; believes in a shared leadership approach to school improvement

- **Problem-solving and persistence:** responds to challenges or uncertainties with resourcefulness, creativity, hard work, and resiliency; proactively develops solutions to problems, with a focus on improving student results
- **Growth mindset:** possesses the belief that oneself, students and adults can learn and achieve more when working hard and persevering, which creates a love of learning and desire for continuous improvement; desires feedback.
- **People and team-orientation:** collaborates effectively with school staff and other district leaders; embraces and empowers families as an integral component of our collective job of educating all children; contributes to and is aligned with the district-wide vision; demonstrates professionalism, humility and respect.
- **Strong communication:** Possesses strong written and verbal communication skills, with the ability to guide and inspire teachers, school staff, school leaders and central office staff toward a common goal.

Work Ethic/Professional Commitment

- Willingness to make a commitment to the school, district and community.
- Establish a school climate that promotes equal opportunities for students, good conduct and positive attitudes and values, and accept responsibility for the attendance, conduct, health and safety of students.
- Possess a strong desire for positive results of challenging, yet attainable goals.
- **Evening Supervision and/or Extra-Curricular Responsibilities are required for this position.**

Contract

Contract: 260 days beginning July 1st, 2019. Note: 2019-2020 contract will be prorated based on date of hire.

Salary: Dependent on level. High School (\$115,139 - \$131,212), Middle School (\$111,483 - \$127,046), or Elementary School (\$107,234 - \$112,550). All levels also receive a 4.2% Regionalization Stipend. All salaries DOE and applied consistent with principal's agreement.

Application Procedures

The position is open until filled and may be applied for using the District's on-line job portal. Initial screening will begin July 8, 2019.

This hiring process will be led by Assistant Superintendent of Human Resources Tony Howard. For questions about this position and/or the application process please contact Mr. Howard at (509) 967-6023 or tony.howard@rsd.edu.

The Richland School District complies with all federal and state laws and regulations and does not discriminate on the basis of race, color, religion, sex, gender identity, sexual orientation, national origin, or ancestry, the presence of any sensory, mental or physical disability or use of a trained guide dog or service animal by a person with a disability, age, familial or marital status, honorably discharged veteran or military status. This applies to all educational programs, extra-curricular activities, and employment.

Candidates claiming Veterans' Preference should contact Tony Howard, Assistant Superintendent of Human Resources (tony.howard@rsd.edu) prior to the deadline for initial screening. Inquiries regarding the application of Title IX may be sent to Todd Baddley, Assistant Superintendent (todd.baddley@rsd.edu), and inquiries regarding Section 504 of the Rehabilitation Act (concerning students with disabilities who are not eligible for special education) may be directed to Brian Moore, Assistant Superintendent (brian.moore@rsd.edu). Inquiries regarding accommodations for disabled employees and the public should be directed to Mr. Howard in Human Resources. These individuals may be contacted by mail at 615 Snow Avenue, Richland, WA 99352, by e-mail as noted above, or by phone at 509-967-6000.