

CLASSIFICATION DESCRIPTION

Principal on Special Assignment (POSA): Equitable & Culturally Responsive Practices

Title of Immediate Supervisor: Assistant Superintendent

Department: District-wide

General Summary or Purpose Of Job:

The Principal on Special Assignment (POSA): Equitable & Culturally Responsive Practices provides leadership, coaching, and mentoring to principals and other staff as appropriate ensuring that equity and inclusion are essential principles of our school system and are integrated into all behavioral and academic policies, programs, operations, and practices. In coordination with other district administrators, the POSA is responsible for the development, implementation, and evaluation of the district's Record of Continuous Improvement for Disproportionate Suspension/Expulsion, as guided by our ongoing developmental process of improving our cultural responsiveness and equitable practices.

DURATION: Position reviewed on an annual basis for continuation.

ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)

1. Provides coaching, professional development, and support to district administration, principals, and other staff in developing their capacity to address behavioral concerns, create alternatives to out-of-school suspensions, and create more culturally responsive environments. This work may include but is not limited to: Cultural Proficiency, culturally responsive pedagogy, working effectively with culturally and linguistically diverse staff, students, families, and community members, working closely with the District Climate Coordinator, Office of Education Equity, Office of American Indian Education, and other departments.
2. Provides consultation, knowledge, and understanding of culturally responsive and equitable practices to system-wide projects and processes.
3. Collaborates with Learning Services staff to support the planning, implementation and evaluation of professional development opportunities.
4. Collaborates with district and site teams on the development and implementation of PBIS, student handbooks, policies and other behavioral management strategies and procedures.
5. Provides direct support to all principals for the implementation of the Record of Continuous Improvement for Disproportionate Suspension/Expulsion
6. Prepares annual reports for the School Board, Minnesota Department of Education, and the Minnesota Department of Human Rights regarding the Record of Continuous Improvement for Disproportionate Suspension/Expulsion.
7. Develops, oversees and facilitates an advisory committee as described in the Record of Continuous Improvement for Disproportionate Suspension/Expulsion.

8. May represent the District on State and local boards and committees related to equitable and culturally responsive issues.
9. Collaborates with district administrators to plan for, supervise, and monitor expenditures of the Record of Continuous Improvement for Disproportionate Suspension/Expulsion budget.
10. Performs other duties of a comparable level or type.

Minimum Qualifications: (necessary qualifications to gain entry into the job not preferred or desirable qualifications)

Requires a minimum of a master's degree in education, social science, multicultural/diversity, or a closely-related field and at least three years of experience as a principal.

Certification or Licensing Requirements (prior to job entry):

*Licensed by the State of Minnesota as an education administrator

Knowledge Requirements:

Understanding of diversity and equity issues

Knowledge of practices to reduce disproportionate behavioral referrals and consequences.

Knowledge of principles and concepts for continuous improvement strategies.

Knowledge of staff development strategies regarding equity (i.e. racism, sexism, classism, homophobia, and other forms of bias), culturally responsive pedagogy, and cultural proficiency.

Knowledge of National, State, and District educational goals and standards.

Skill Requirements:

Demonstrated leadership skills, especially regarding equity & cultural issues.

Ability to facilitate various size groups, including conflict resolution.

Demonstrated excellent written and verbal communication skills.

Demonstrated ability to identify barriers in school or departmental systems, and the development and implementation of action plans.

Demonstrated effective staff development planning and facilitation.

Demonstrated mentoring/coaching abilities