

## Dauerty, Lee-Ann

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**From:** Jennifer Magri  
**Sent:** Monday, November 19, 2018 1:55 PM  
**To:** Dauerty, Lee-Ann  
**Cc:** Wilson, Michael  
**Subject:** Fwd: THE ROLE OF THE PRINCIPAL AND THE ASSISTANT PRINCIPAL  
**Attachments:** THE ROLE OF THE PRINCIPAL AND THE ASSISTANT PRINCIPAL.docx; ATT00001.htm

All set for posting to Facebook for More You Know Monday.

Thanks,

Jen

Begin forwarded message:

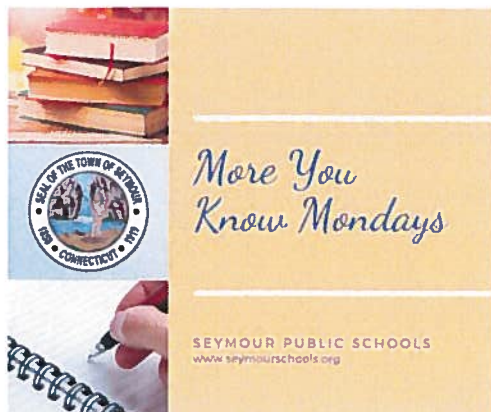
**From:** "Wilson, Michael" <[mwilson@seymourschools.org](mailto:mwilson@seymourschools.org)>  
**Date:** November 19, 2018 at 11:50:45 AM EST  
**To:** Jennifer Magri <[MagriJ@seymourschools.org](mailto:MagriJ@seymourschools.org)>  
**Cc:** "DiStasi, Ernie" <[EDiStasi@seymourschools.org](mailto:EDiStasi@seymourschools.org)>  
**Subject:** THE ROLE OF THE PRINCIPAL AND THE ASSISTANT PRINCIPAL

Hi Jen,

Here is the article for the More You Know.

Thank you,  
Michael

11-19-18



# THE ROLE OF THE PRINCIPAL AND THE ASSISTANT PRINCIPAL

November 19, 2018

We are very fortunate to have such dedicated and hardworking Administrators here in Seymour. Under the term Administrators, we have both Principals and Assistant Principals whose roles are definitely shared. Below are some of the responsibilities that we expect from these individuals. Please note, that you will see some crossover in terms of responsibilities and that is because we believe in a collaborative shared approach to managing their respective buildings.

## PERFORMANCE RESPONSIBILITIES OF OUR ADMINISTRATORS:

**VISION: Educational Administrators establish a shared vision of success**

**for all students and the belief that purposeful adult actions can achieve that vision.**

### PRINCIPAL'S ROLE IN THIS:

- They will engage all stakeholders in the development of a shared vision of success for all students at their respective buildings.
- They communicate the vision in a clear and compelling way.
- They use multiple sources of quantitative and qualitative data to develop a School Improvement Plan that parallels the District Goals. This plan must contain student achievement goals and adult action steps to reach those goals.
- Request needed resources via the building budget process in order to attain the vision.
- Continually meet with their Assistants in order to monitor organizational behaviors to ensure progress toward the vision and goals.

### ASSISTANT PRINCIPAL'S ROLE IN THIS:

- They work collaboratively with the Principal in order to ensure that all stakeholders are implementing the shared vision of success for all students at their respective buildings.
- They ensure that the all stakeholders are embodying that shared vision throughout.
- They assist in the creation of the School Improvement Plan and carefully monitors its implementation.
- They assist in the creation of the building budget in order to request the needed resources.

**TEACHING AND LEARNING: Educational leaders promote a rigorous environment of continuous learning for teachers and students.**

### PRINCIPAL'S ROLE IN THIS:

- They align personal and staff professional growth goals to the learning needs of students/the curriculum and the school's goals at the teacher's goal setting conference.
- They are responsible for the observation and evaluation of between 18 – 25 teachers multiple times throughout the year.
- They create opportunities for self and staff to engage in conversations about student learning and the specific instructional strategies that lead to that learning. This is done during TEAM/PLC time and during early release days.
- They work with their Assistant Principal as well as with their district wide colleagues to develop shared understandings of effective teaching and assessment practices.
- They closely monitor instructional strategies, learning tasks and assessment practices to assess their effectiveness within the school context and alignment with current research.
- They use adult learning theories to plan differentiated professional growth opportunities for self and staff at various times throughout the year.
- They analyze multiple forms of performance data about individuals, sub-groups and grade levels to guide decisions for improving instruction and share these with the teachers that they evaluate.

### ASSISTANT PRINCIPAL'S ROLE IN THIS:

- They align personal and staff professional growth goals to the learning needs of students/the curriculum and the school's goals at the teacher's goal setting conference.
- They are responsible for the observation and evaluation of between 18 – 25 teachers multiple times throughout the year.
- They develop staff schedules in order to maximize the use of resources (staffing and curriculum) to improve student performance.
- They work with their building Principal as well as with their district wide colleagues to develop shared understandings of effective teaching and assessment practices.
- They closely monitor instructional strategies, learning tasks and assessment practices to assess their effectiveness within the school context and alignment with current research.
- They use adult learning theories to plan differentiated professional growth opportunities for self and staff at various times throughout the year.
- They analyze multiple forms of performance data about individuals, sub-groups and grade levels to guide decisions for improving instruction and share these with the teachers that they evaluate.

11-19-18

**HUMAN RELATIONSHIPS: Leaders establish a positive school culture by developing trust, respect and shared accountability for learning.**

**PRINCIPAL'S ROLE IN THIS:**

- They make connections with students on a daily basis in order to ensure that the students have a sense of belonging to their learning community.
- They involve parents, community, and staff in the decision-making process via the school wide survey.
- They work with the community to enrich and strengthen the culture of the school.
- They conduct themselves in a manner that is professional, ethical, trustworthy and approachable.
- They use skills of consensus-building and negotiation to inspire others to act toward the attainment of common goals.
- They listen without prejudgment and express empathy toward others and acknowledge the difficulty of the change process and its impact on others.
- They alternate with their fellow building Administrator in order to meet regularly with parent organizations to guide, to inform, and to advise in areas relative to the educational program.

**ASSISTANT PRINCIPAL'S ROLE IN THIS:**

The Assistant Principal possesses personal qualities suited to the role:

- They make connections with students on a daily basis in order to ensure that the students have a sense of belonging to their learning community.
- They manage the daily discipline needs within the building as they arise.
- They work with the community to enrich and strengthen the culture of the school.
- They conduct themselves in a manner that is professional, ethical, trustworthy and approachable.
- They use skills of consensus-building and negotiation to inspire others to act toward the attainment of common goals.
- They listen without prejudgment and express empathy toward others and acknowledge the difficulty of the change process and its impact on others.
- They alternate with their fellow building Administrator in order to meet regularly with parent organizations to guide, to inform, and to advise in areas relative to the educational program.

**CULTURE FOR LEARNING: Leaders establish a culture that is open and inclusive, through modeling and expecting ethical and moral behaviors from all.**

**PRINCIPAL'S ROLE IN THIS:**

- They organize the school with fairness, equity and high expectations for all learners.
- They establish a culture where everyone is accountable for student learning.
- They ensure the recruitment and assignment of staff members to best meet the needs of all students and foster retention of those staff members.
- They maintain a learning environment that is safe, positive, respectful and supportive.
- They strongly advocate in protecting the rights of all students.
- They are prompt and accurate in completing requests for information from both his/her staff and central office.

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- They establish a culture where everyone is accountable for student learning.
- They ensure the recruitment and assignment of staff members to best meet the needs of all students and foster retention of those staff members.
- They maintain a learning environment that is safe, positive, respectful and supportive.
- They strongly advocate in protecting the rights of all students
- They maintain high standards of student conduct and enforces discipline as necessary.
- They are prompt and accurate in completing requests for information from both his/her staff and central office.

As you have read, the roles and responsibilities of our building Administrators are many. Every day is a wonderful experience for them because they get to work with a dedicated staff and with a group of students who are eager and ready to learn. Making connections with the staff and the students are the highlights of any building Administrator and we are lucky to state that this is an area where our Administrators excel.