

<b>ASSISTANT PRINCIPAL I/II, ELEMENTARY SCHOOL SPECIAL ED</b>	<b>02010</b>	<b>US-25/26</b>
<b>ASSISTANT PRINCIPAL I/II, HIGH SCHOOL SPECIAL ED</b>	<b>02020</b>	<b>US-25/27</b>
<b>ASSISTANT PRINCIPAL I/II, MIDDLE SCHOOL SPECIAL ED</b>	<b>02030</b>	<b>US-25/26</b>

**Definition**

Assists with the planning, assessment, instructional leadership, communication, community relations and safety and administrative management required to manage the instructional and special programs, organization, and facilities of the special education population of an assigned school; and performs related duties as required or assigned.

**Typical Tasks** (illustrative only)

Performs a variety of administrative duties in compliance with school division special education policies and legal requirements required to assist with the management of assigned human, material, and financial resources necessary for instructional, therapeutic and related activities and services; provides direction to teachers in the adaptation of Fairfax County Public Schools' instructional programs to the particular needs of the student served; participates in the coordination of parent/teacher/specialist-related staff conferences including discussion of progress reports and Individualized Education Programs; participates in parental counseling sessions involving school staff; assists with facilitation of student mainstreaming experiences with appropriate general education principal; upholds effective discipline and fosters a safe and positive environment for special education students and staff; shows evidence of instructional leadership and assists with the delivery of required programs or curricular areas necessary to achieve excellence and continuous improvement consistent with school division goals; participates in collaborative development and implementation of school improvement plans; plans, implements, supports, and assesses special education instructional programs; participates in the provision of staff development programs consistent with program evaluation results and school instructional improvement plans; identifies, analyzes, and resolves problems using effective problem-solving techniques; promotes effective communication and interpersonal relations with students, staff, parents, and other community members; works collaboratively with staff, families, and community members to secure resources and to support the success of a special education student population; participates in eligibility committee meetings; assists with the development and conduct of in-service programs for school personnel; models professional, moral, and ethical standards as well as personal integrity in all interactions; works in a collegial and collaborative manner with other administrators, school personnel, and the community to promote and support the mission and goals of the school division; and participates in professional development activities to enhance student learning and provide service to the profession, the division, and the community .

**Supervision Received/Given**

Receives general supervision from a principal. Participates in the activities required to select, induct, support, evaluate, and retain quality full-, part-time, and/or hourly instructional and support personnel. Provides guidance and assistance to students, parents, and other community members, as required. May respond to emergency calls and/or act for principal in his or her absence.

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### **Education/Experience/Skills**

Must hold or be eligible for Postgraduate Professional License with endorsements in administration and supervision preK-12 and in special education area(s) of disability pertinent to the specific school population, plus five years of progressively more responsible appropriate school-level experience in teaching and leadership; some of which shall have been in the special education area to which assigned; or equivalent experience. Can demonstrate knowledge of principles and practices of special education and an ability to apply them to the needs of the school; knowledge of current general and special education curriculum and instructional practices and trends; knowledge of public school organization and administration and the support activities required; thorough knowledge of the range of disabilities and the variety of activities required to educate the population at the school to which assigned; ability to plan, organize, and coordinate both instructional and operational support activities; ability to plan and supervise the work of others; ability to develop effective working relationships with students, staff, and the community; and ability to communicate effectively, both orally and in writing.

### **Career Ladder Advancement Criteria**

#### **To advance from Assistant Principal I to Assistant Principal II:**

Incumbent must:

- have successfully completed one year as an assistant principal I;
- have received an evaluation indicating that the employee meets or exceeds the expectations for the assistant principal position;
- have completed the Assistant Principal Portfolio Program requirements; and
- have been recommended for promotion by the Leadership Review Board.



**Revised: February 2004**