



Job Title: Principal of Dual Language School at Roberson

Reports to: Superintendent/Director of Equity Empowerment and Excellence for English Learners

Date: March 29, 2019

Category: 12-Month Full-Time Employee

Location: Robertson Elementary School

The Central Falls School District seeks a bilingual, innovative, caring and bold leader with deep knowledge of dual language education in grades PK-6. This is an opportunity to lead and help design a new Dual Language School in an urban setting. The District has recently launched an ambitious and bold redesign process with the goals of **reversing historical patterns of inequities, challenging the status quo, disrupting practices that are tied to traditional arrangements that lead to low expectations and stagnant achievement, and to rewrite the narrative about education in Central Falls.**

Position Summary:

Serve as the instructional leader of a dual language elementary school serving grades Pk-6. Provide leadership for the implementation of a true dual language school with a focus on Equity, Empowerment and Excellence. Responsible for the implementation and evaluation of all instructional and programmatic activities within Robertson Elementary School. Work with district personnel to ensure that instructional programs result in high academic achievement for all students.

The ideal candidates will demonstrate their experience and knowledge in dual language education and in the design, integration, and implementation of systems to improve student results, as well as knowledge of curriculum, instructional practices, school improvement, social-emotional learning and supports, wellness and leadership development.

Mindset:

You are laser focused on using data to drive improved student outcomes. You will lead school-based teams to analyze and use data to personalize instruction and to inform the practices of our teachers.

You have extensive experience in overseeing and supporting the implementation of curriculum and assessments in grades K-6. You know what great instruction looks



like, and what works and what does not work with urban students, but you are also willing to be flexible and implement new approaches where appropriate.

You believe that schools are places where both adults and students are – and should be – learning and improving constantly. You believe in meeting kids where they are as learners, yet still holding them to high standards. You also believe in autonomy and innovation balanced with high accountability for adults.

Responsibilities:

The primary role of the Principal at Robertson is to ensure that all students are receiving bilingual-bicultural education. The principal will lead with urgency a dual language school in grades PK-6, with the understanding that the goal of the district is to continue open new grades as it moves along the grades. This leader will supervise and work closely with school team of teachers, teacher assistants and support staff in order to ensure alignment across the schools' academic/instructional, operational and cultural priorities.

This will include, but not be limited to the following:

- Implement faithfully the key elements of dual language education. This includes work with teachers, students and families to ensure language development and cultural competences are achieved every step of the way.
- Ensuring the implementation of district curricular programs, which is both vertically-- and horizontally aligned, as well as standardizing corresponding formative and summative assessments.
- Coordinate Curriculum and Instruction, Professional Development to improve school achievement with the district's Chief Academic Officer and Director of Equality Empowerment and Excellence for English Learners.
- Provide vision and strategic direction for the school's redesign implementation
- Build and lead a team of administrators, support staff, and teacher leaders.
- Develop and monitor accountability systems and evaluation rubrics and leverage data to inform strategic direction
- Collaborate with district administrators to develop instructional programs and implement reform models designed to improve the achievement of all students



- Oversee the allocation of materials and staff resources for academic departments, ensure their use for the purposes intended, and enforce appropriate accountability for disbursements and expenditures
- Ensure compliance with district, state regulations, and policies in monitoring, assessment, and reporting for all academic, operations and safety programs.

Skills and Competencies:

Instructional Knowledge and Expertise:

- Have clinical knowledge of Bilingual Education and Dual Language programs. This includes curriculum implantation, professional development support to teachers, language development schedules in elementary levels (50/50 model), supplemental support to enhance language development, family engagement in the language acquisition process, etc.
- Proven ability to develop and deliver programming that drives improved academic performance; knows effective practice for differentiating instruction for English language learners, students in need of intervention, and students with Individualized Education Plans (IEP)
- Deep understanding of curricular frameworks, pedagogy, and quality classroom materials; experience developing and implementing curriculum
- Strong knowledge of high-quality instructional practices and the ability to lead others to implement these practices consistently across classrooms

Empathy and commitment to cause:

- Deep understanding of the urban school system environment and commitment to improving student achievement
- Demonstrates an understanding of social-emotional learning and networks of supports
- Passionately believes that all students can achieve at high levels in two or more languages



- Demonstrates cultural competence and a deep understanding of and empathy for issues facing urban families
- Knowledge of and experience with Restorative Practices.

Communication, interpersonal and team skills:

- Builds and maintains strong relationships and school culture
- Works successfully alone or on a team
- Strong verbal and written communication skills; tailors message for the audience, context, and mode of communication
- Actively listens to others and able to effectively interpret others' motivations and perceptions
- Builds consensus and resolves conflicts; exhibits willingness to have difficult conversations
- Skillfully navigates existing political structures/systems

Problem solving and systems thinking:

- Understands how various systems/departments interact to achieve the long-term goal
- Makes decisions using data and technology
- Takes initiative to solve problems and create stakeholder buy-in
- Identifies and prioritizes mission-critical issues with alignment of people, time and resources
- Exhibits strong focus on goals and results. Sets clear metrics for success
- Removes barriers or obstacles that make it difficult for teachers to achieve their goals and ensures that their staff have the resources they need to succeed



- Demonstrates excellent execution and project management skills, including attention to detail, organizational skills, ability to balance the big picture with detailed steps to reach the end goal, and ability to balance multiple projects under tight deadlines.

Leadership skills:

- Motivates, inspires, and moves other adults to action to achieve ambitious goals
- Skilled at re-envisioning, building, and managing a team, especially in a time of growth and change; excellent at identifying talent and taking advantage of each person's skills and contribution to the team effort
- Builds and maintains positive relationships with individuals and groups
- Builds coalitions and works collaboratively with diverse stakeholders at all levels, including but not limited to district personnel, students, teachers, support staff, families, communities, and/or advocacy groups
- Establishes clear expectations, deliverables, and deadlines
- Sets clear agendas and facilitates effective meetings
- Ability to train, supervise, and evaluate staff from different cultural backgrounds and skill sets

Qualifications:

- Master's degree in school administration or related field plus additional coursework required for licensure as Principal or District-Level Administrator.
- Rhode Island administrative certificate.
- Five or more years of relevant experience with an outstanding track record as a school administrator (or equivalent) strongly preferred.
- Successful experience in an urban school district is preferred.
- Bilingual preferred. (Spanish and/or Portuguese-Creole)

Salary:

Salary commensurate with education and experience. Excellent health benefits and professional development opportunities.

Application Procedure:



The Central Falls School District hereby invites applications from qualified personnel for the above positions. Interested persons may submit a cover letter, resume, letters of reference and any other supporting documents via email to

WorldExplorers@cfschools.net or apply via www.schoolspring.com.

This job description summary does not imply that these are the only duties to be performed. This job description is subject to change in response to funding variables, emerging technologies, improved operating procedures, productivity factors, and unforeseen events. For more information about the Central Falls School District, please visit our website at <http://www.cfschools.net>.

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