



**MetWest High School**  
**314 East 10th St.**  
**Oakland, CA 94606**  
**510-451-5902**



***A Big Picture Learning school in the Oakland Unified School District***

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## **MetWest Is Hiring: Assistant Principal 2019-2020 School Year**

### **Assistant Principal**

We are looking for a talented full-time Assistant Principal to become a part of our MetWest community! We are expanding our school at a satellite campus, opening next fall 2019. We need a strong AP to help grow our school by an additional 165 students over four years. This is a unique position and we are actively seeking the right person! We are looking for candidates who are able to inspire, motivate, and develop strong supportive relationships with Oakland youth and educators while being a strong leader of the entire school at both sites.

### ***Assistant Principal Profile***

1. **Relationship With MetWest Leaders** – The candidate is able to quickly establish an open, reciprocal and warm working relationship with Michelle (principal) and other school leaders. They are able to work fully in tandem with one another. There is trust in each other in carrying out and upholding the school's overall vision and social justice mission, including the instructional vision and school culture. The candidate will work very closely with Michelle to carry out the shared vision at both sites; these are not two independent, separate schools.
2. **Capacity for interpersonal relationships and management** – The candidate is able to build strong, trusting relationships with all people on both sites and support in managing the interpersonal needs of the staff and students from an equity lens, while keeping student outcomes first.
3. **Active learner and growth mindset** - The candidate has a growth mindset and is an active learner. They are able to seek and respond to feedback quickly and make changes that support the school moving forward. They are able to raise up the good work that is happening and identify holes in the school program that need strengthening and work with teams to chart and implement an improvement action plan.
4. **Managing priorities** – The ideal candidate has a strong work ethic, with consistent follow-up and follow-through. They possess strong organizational skills, communication skills, and quick responsiveness through in person communication, phone, text, writing, and email. They are able to manage many competing priorities and communicate effectively and quickly. While working to create a healthy work/life balance, the candidate realizes that the job extends beyond regular work hours.
5. **Strong instructional lens and leadership ability** – The ideal candidate was a strong and innovative teacher, grounding pedagogy in student learning and growth. They have a keen understanding of what makes for strong teaching and learning and can coach teachers, new and veteran, to improve and become stronger teachers and instructional leaders themselves. The candidate can serve as both a coach to staff and a supervisor through evaluation.
6. **Knows Big Picture Learning (BPL) and/or MetWest** – The ideal candidate knows and understands BPL through experience and/or knows and understands Metwest. The candidate is able to analyze strengths and weaknesses in the program and can collaborate with teams to strengthen the weaknesses. The ideal candidate can work to improve our program, using BPL as a resource.
7. **Strong restorative stance** – The candidate knows how to effectively de-escalate conflicts with students, staff, and families from a restorative lens. They can leverage relationships to proactively address student issues with each other and with staff. They have strong communication around issues as they come up with all involved, particularly families.
8. **Innovative thinker** – The candidate is an innovative thinker and can help build each school's unique identity, while being grounded in the school vision. They can think innovatively and out of the box to improve student outcomes and meet the changing needs of students.

## **Assistant Principal Responsibilities**

This is a unique and ever-changing position. The role will shift every year as the new satellite campus gets built out. This position demands flexibility and a full commitment, as the work is fluid. There will be times when the AP is at the satellite campus and times when the AP is at the original site. It is quite possible that the AP will need to teach a class in the first few years of the build out.

- ***Supervision and coaching of staff***
  - Assist with supervision and evaluation of the performance of designated certificated and/or classified personnel.
  - Serve as instructional coach to staff, providing clear feedback to improve practice.
  - Ensure all staff are completing their job duties and works proactively with staff who need more support.
  - Assign duties to faculty and staff as appropriate to meet school objectives and ensure that the duties are completed at a high quality
  - Assist with recruiting, interviewing and hiring new faculty and staff.
  - Use data to assess growth and needed areas of improvement for student learning.
  
- ***High Quality Work***
  - Support principal to organize, plan, execute, and manage professional development.
  - Is flexible and can manage many pieces of work, while prioritizing what is most important for the school.
  - Project focused. Approaches large and small buckets of work through a backwards planning model, grounded in student learning outcomes, and can delegate effectively. Can take a project from start to finish.
  - Support principal in building out systems. Has knowledge and experience of building out systems - around instruction, school culture, Learning Through Internships (LTI), operations and logistics.
  - Relationship builder. Can build relationships with families and community in service of equity for students.
  - Understands the importance of a strong and loving school culture and can intentionally build that through collaboration, data, and innovation.
  
- ***Collaborative***
  - Work closely with the principal to develop the program in an integrated way with the original MetWest to create the structures and systems of one school at two campuses.
  - Perform a variety of administrative duties to assist the Principal in managing the school. Support principal in day-to-day operations of the school. Assume the duties of the Principal as assigned and needed.
  - Work with principal and other school leaders on required work from the district and state, including WASC, SPSA, budget, and others.
  - Proven collaborator and manager of teams.
  - Support students and advisors with many things related to internships.
  
- ***Operational Responsibilities***
  - Is detail oriented. Operational and logistical work is detail oriented. Work is professional, thorough, and clear. Work is done in a timely manner.
  - Manages district and state compliance work - attendance, district reports, and others.
  - Assist in monitoring and organizing attendance functions; prepare letters and call parents as needed regarding absent or tardy students.
  - Supports in management of grading system, attendance system, student schedules, school events, and many others.

## **How do I apply?**

Applicants need to submit the documents below. The hiring window is open, starting December 10, 2018 until filled. Please send your paperwork to Michelle Deiro, Principal, at [michelle.deiro@ousd.org](mailto:michelle.deiro@ousd.org). You will need to include:

- 1) A resume with references
- 2) A cover letter that describes:
  - (a) Your educational and leadership philosophy
  - (b) Why you would be a good fit at MetWest
  - (c) How you have supported improved student achievement
  - (d) Ways you have led a professional learning community
  - (e) Why you want to serve as a leader at MetWest
- 3) Three letters of recommendation

## **Hiring Process**

- Step 1: Conversation with Principal
- Step 2: Informal visit to the school
- Step 3: Full day engagement - performance tasks, full interview
- Step 4: Interview with principal and district leadership

## **What makes MetWest High School special?**

**MetWest High School** is a small Oakland public high school currently serving 160 students. In conjunction with their advisors, each student studies core academic skills with a cohort of twenty peers and also seeks out and secures an internship that is based within the student's interests and passions. The internship gives students a deep sense of how their interests play out in the adult world, and provides an authentic environment and audience for their work. Our curriculum is designed to teach students the academic skills and habits they need to successfully complete rigorous, complex, real world project work. Our work is rooted in a commitment to social and environmental justice and we equip our students with a framework for understanding local and global issues in terms in terms of institutional, interpersonal, and internalized oppression and institutional, community, and personal liberatory action.

MetWest High School is a partnership between the Oakland Unified School District and the Big Picture Learning network based in Providence, RI. For more information on Big Picture Learning, go to:

[www.bigpicture.org](http://www.bigpicture.org).

**College and Career Prep through 'Real World' Learning:** While MetWest is focused in part on students pursuing their passions in the workplace, it is not a vocational school. Rather than training students to follow a particular career path, the internship structure is designed to foster students' intellectual development through hands-on experience, and to develop habits of responsibility and initiative-taking in their education. Our students spend two days a week working with a mentor at an internship of their choosing, learning professional expectations, communicating effectively with adults from different backgrounds, and producing real world work. In addition to their integrated coursework at MetWest and their individualized, internship-based projects, many of our students take courses at Laney College. We expect all of our students to continue their education after high school, and internships, projects, and community college experiences are important opportunities for them to envision possible paths for their lives after MetWest.

## **Our educational philosophy**

**We learn best in the context of being known well.** Real relationships between adults and young people are crucial to their academic development and to the growth of their personal qualities of integrity, empathy, and purpose in their lives. To this end, each Advisor works with a core group of 20 students for 2-4 years, and maintains regular contact with their families. We strive to cap class sizes for all instructional staff at 20.

*MetWest prepares young adults to recognize and take advantage of all resources to further their personal well-being and the well-being of their communities. Our graduates will have the skills, habits, knowledge and networks to overcome obstacles to their success, access four-year colleges, engage in fulfilling work and contribute positively to our world.*

Additionally the school gathers weekly as a family for student-led assemblies or restorative community circles, focused on social and community issues that students are facing.

**We learn best when we are pursuing our own passions and interests.** We design and teach curriculum that is related to students' experience and that helps them understand the world they are living in. Whether that means investigating the different environmental impacts local freeways have on surrounding neighborhoods, or analyzing *Oedipus* to make sense of human motivation, we work to connect curriculum to students' lives and experience.

**We learn most deeply when we connect “mind” work and “hand” work.** High schools in this country have traditionally separated mind learning and hand learning, yet we know that in order to learn things deeply, we need to study and try them out. Our students take this powerful opportunity when they study health and the causes of premature birth while interning at Highland Hospital, or when they study Government while interning with a member of City Council.

**We work harder when our work has real meaning and value to others.** Two days a week, students are doing real world work that supports their internship site. At the end of each quarter, our students demonstrate their learning through formal public exhibitions. They answer questions and receive feedback from a panel of peers, teachers, parents, mentors, and community members.