



Job Title: Deputy Superintendent

Department: Deputy Superintendent
Reports To: Superintendent of Schools
Grade: XG-08
Number of Days: 12 Months
Security Access: District
Overtime Status: Exempt
Last Revised Date: March 6, 2014

Mission and Vision: Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers, and life. Our mission is to inspire and prepare every student to love learning, achieve ambitious goals, and make positive contributions to our world.

Core Values: Our core values guide how we work and interact with each other at every level of the organization. We embrace and embody these values every day.

- **Equity:** All children deserve the opportunity to develop their full academic and social potential. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.
- **Character:** We are honest, trustworthy, and have high standards of behavior. We do the right thing even when it is hard. While we do not always agree, we treat one another with kindness and respect.
- **Excellence:** We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities, and mindsets.
- **Team:** We care for one another, support the personal and professional development of one another, and work together to improve our community.
- **Joy:** Joy at school and at work makes us more productive because when we create, innovate, and imagine, our motivation grows. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task, or concept and experiencing breakthrough moments.

Overview: The Tulsa Public School (TPS) District is seeking exceptional applicants for the position of Deputy Superintendent. This is a newly defined role that will be the aligning force behind our work with curriculum, instruction, assessment, and the direct support to our 80 schools. TPS is passionate about candidates who are knowledgeable and experienced leaders in education with a proven track record in an urban or large district setting. In addition, candidates should be committed to high academic standards for all students with a successful

record of improving student achievement, turning around school performance, closing achievement gaps, building a performance-based culture, providing curriculum and instructional leadership to help students excel, and demonstrating support for students and teachers. The culture in TPS is strong and we are seeking a reform-minded leader who will bring together an excellent group of leaders on the executive team and in our schools.

Ideal candidates for the Deputy Superintendent position should also understand and incorporate trends and research that impact a quality education, with a focus on the importance of teacher and leader effectiveness. The mission of Tulsa Public Schools is to provide quality learning experiences for every student, every day, without exception.

Position Summary: Tulsa Public Schools is looking for a dynamic experienced leader for the Deputy Superintendent position to support and enable the district's five-year strategic plan and advance TPS to the next level in educating all TPS students. Reporting directly to the Superintendent, the Deputy Superintendent will direct and supervise the Chief Academic Officer and the Instructional Leadership Directors who are the direct supervisors of principals and has primary authority and accountability for the district's academic performance of all schools. The Deputy Superintendent will also assist the Superintendent in directing and leading the district's overall strategic direction to reach its ambitious objectives and goals. The Deputy Superintendent acts as the Superintendent in his/her absence.

The Deputy Superintendent will work collaboratively with the Chief Academic Officer, Chief Human Capital Officer, Chief Operating Officer, Chief Financial Officer and other key leaders to ensure aligned support and services to schools focused on improving teaching and learning.

Minimum Qualifications:

Education:

- Master's Degree in education or related field required

Specialized Knowledge, Licenses, etc.:

- Hold or eligible to hold appropriate licenses

Experience:

- Ten or more years of experience as a school administrator
- Experience in an urban school district is preferred
- Demonstrated success leading strategic educational initiatives
- Experience in project management, including the ability to identify, develop, and deploy resources across multiple initiatives
- Experience in leading large-scale educational program development and reform

Responsibilities and Essential Functions: The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions. The Deputy Superintendent's responsibilities will include, but not be limited to the following:

- Supervise the Instructional Leadership Directors (ILDs), monitor school performance and assure effective and efficient operation of schools
- Align the work of ILD's and the Chief Academic Officer's team to provide principals with clear direction, coherent mission, supportive resources, and meaningful supervision

- Provide organizational leadership to ensure the coordinated planning and consistent implementation of the school district's strategic plan, making certain that programs and supports are effective and focused on student learning and prioritized to meet individual school needs
- Assist the Superintendent in the development and communication of system policy and priorities; promote collaboration to ensure consistency and effectiveness of services and programs
- Provide leadership in institutionalizing key district initiatives such as Promise Neighborhoods, Project Schoolhouse, EdLabs, and the Achievement Zone
- Maintain constant communication and contact with the Superintendent concerning the day-to-day operation of the district
- Foster a work environment and culture that is student-focused and results-oriented and place a priority on improving student and staff learning through a rigorous and routine accountability structures
- Provide leadership and guidance for an integrated performance management system aligned with the district's strategic plan through scorecards and employee evaluation systems and procedures
- Provide direction in and maintain current knowledge of educational reform and instructional best practices in all aspects of K-12 urban education
- Collaborate with school departments, community agencies, local universities, research laboratories and other organizations to implement ongoing evaluation and improvement of instructional programs with particular focus to increase student achievement at underperforming schools
- Display ability to work collaboratively with others on a team
- Perform other tasks, duties, or services consistent with this position as assigned

Skills and Abilities Required: The following characteristics and physical skills are important for the successful performance of assigned duties.

Instructional knowledge and expertise:

- Proven ability to develop and deliver programming that drives improved academic performance for all student populations; knows effective practice for differentiating instruction
- Deep understanding of curricular frameworks, pedagogy, and quality classroom materials; experience developing and implementing curriculum for a wide variety of grade levels and subjects
- Strong knowledge of high-quality instructional practices and the ability to lead others to implement these practices consistently across classrooms and school sites
- Thorough knowledge of effective instruction and knowledge of current theories of curriculum instruction and assessment

Empathy and commitment to cause:

- Deep understanding of the urban school system environment and commitment to improving student achievement
- Passionately believes that all students can achieve at high levels

- Demonstrates cultural competence and a deep understanding of and empathy for issues facing urban families

Communication, interpersonal and team skills:

- Builds and maintains strong relationships
- Works successfully alone or on a team
- Coaches, coordinates, and leads teams
- Strong verbal and written communication skills; able to tailor messages 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
- Offer innovative solutions to seemingly intractable problems
- Exhibits strong focus on goals and results. Sets clear metrics for success
- Removes barriers or obstacles that make it difficult for principals to achieve their goals and ensures that school leaders 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 team effort
- Builds and maintains positive relationships with individuals and groups
- Moves groups to consensus and resolves conflicts; exhibits willingness to have difficult conversations
- Builds coalitions and works collaboratively with diverse stakeholders at all levels, including but not limited to district personnel, students, 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

Supervisory Responsibility:

- Supervise the Instructional Leadership Directors (ILDs)

Working Conditions: Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Standard office environment

To Apply:

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Tulsa Public Schools is committed to building a diverse and inclusive team of individuals who contribute to the district's mission with their talents, skills, and energy. Tulsa Public Schools is an equal opportunity employer and does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, disability, genetic information, veteran status, marital status, age, or any other classification protected by applicable law.

Tulsa Public Schools also provides reasonable accommodations to qualified applicants and employees with disabilities. If you need an accommodation during the application process, please contact the district's talent management department at 918-746-6310 or the district's human rights and Title IX coordinator at 918-746-6517. You can also direct your request for accommodation in writing to the Tulsa Public Schools Education Service Center, Attn: Talent Management, 3027 S. New Haven Ave., Tulsa, OK 74114-6131.