



Job Title: Instructional Leadership Director, Elementary or Secondary

Department: Chief of Schools

Reports To: Chief of Schools

Grade: XG-03

Number of Days: 12 Months

Security Access: ESC

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.

Position Summary: The Instructional Leadership Director will ensure that exemplary leadership is at every one of his or her assigned schools. To achieve this goal, TPS is looking for a team of Instructional Leadership Directors (ILD) to supervise, support, and develop principals to set and attain high levels of student achievement.

The ILD will oversee a portfolio of schools (12-18) and will be responsible for inspiring, providing thought-partnership, coaching, holding principals accountable, and building the

capacity of principals to improve the conditions of teaching and learning in each of their schools. The ILD will have decision making power to address day to day academic and operational school issues. The ILD will also be responsible for ensuring that the district's missions and goals are achieved, while collaborating with department heads and the Chief Academic Officer to ensure consistency of practice and prioritization of resources. The ILD will share best practices and continuously improve the skills and knowledge base of principals they supervise.

Minimum Qualifications:

Education:

- Master's degree in school administration or related field plus additional course work required for licensure as Principal or District-Level Administrator
- Oklahoma administrative certificate
- Have appropriate maintenance of administrative continuing education requirement

Experience:

- Ten or more years of relevant experience with an outstanding track record as a school principal (or equivalent) strongly preferred
- Experience in an urban school district is preferred

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.

Supporting School Principals:

- Coach and support principals in goal setting, planning and the development of action plans that will assist school leaders in meeting their instructional leadership objectives and schools to meet performance targets
- Conduct regular formal and informal classroom walk-throughs aligned to student achievement and strategic goals
- Attend school-based meetings and events to foster a culture of engagement with staff, parents and community
- Conduct gap analysis/needs assessments against school-based targets
- Build instructional leadership capacity of principals with particular focus on instruction, data analysis and aligned interventions
- Focus principals on student outcomes and teacher quality while balancing operational demands
- Plan and lead differentiated professional learning experiences for principals
- Create a culture of inquiry and mutual accountability among the principals in the network

Supervising and Evaluating School Principals:

- Lead and supervise an area of schools
- Ensure the implementation of the Tulsa Model for teacher observation and evaluation with high levels of fidelity
- Frequently observe and interact with principals

- Conduct principal evaluation and provide feedback on successful leadership practices, such as effective management of instructional staff, use of data, and establishment of school culture
- Identify the work and results principals will be held accountable for and require an annual, data-driven, improvement plan from each principal that is integrated with the performance evaluation system

Liaising with Central Office Departments:

- Liaise with and interfaces with all central office departments related to operational and instructional management of a school
- Provide feedback from schools to inform district policy
- Lead the team in capturing and disseminating knowledge to and from schools as well as across networks and departments
- Assist with the recruitment, interviewing, selection and matching of outstanding principals for the district and for specific schools assigned to them
- Collaborate with departments to provide the appropriate system resources that address the needs of schools

Other:

- 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.

School knowledge and instructional 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
- Proven ability to serve as a coach and mentor, helping staff to develop the skills needed at sustainably high levels

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 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
- 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 Responsibilities:

- This role does not directly supervise any individuals

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

- Regular office environment, including frequent use of electronic email, being able to sit for long periods of time without a break, etc.
- Normal effort of occasional periods of moderate physical activity

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.