



T U L S A

PUBLIC SCHOOLS

Job Title: **Alternative Programs Instructional Leadership Director**

Department: Deputy Superintendent

Reports To: Deputy Superintendent

Grade: XG-03

Number of Days: 12 Months

Security Access: ESC

Current Date: May 1, 2014

Overtime Status: Exempt

Position Summary:

The ILD will oversee a portfolio of alternative and residential/treatment sites and over 3.5 million in state and local dollars. The ILD for Alternative Schools 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. In addition, the ILD for Alternative Schools will also be responsible for ensuring the effective operation of alternative education programs in order to serve a broad range of the district's students, including the coordination, development, oversight and financial management of alternative programs.

Responsibilities:

The ILD's responsibilities will include, but not be limited to the following:

• **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**
 - Ensure that coordinators of alternative education programs administer financial resources as mandated by state laws and School Board policies
 - 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
- **Alternative Programs**
 - Coordinate with appropriate District personnel and parents for the appropriate placement of students into alternative educational programs
 - Ensure that alternative programs operate within the policies and regulation of the District.
 - Communicate with parents regarding alternative placements, discipline decisions, and Tulsa Public Schools Policy.
 - Serves as mediator in conflicts between patrons and administrators, faculty and staff, when necessary.
 - Engage in developing and continuing partnerships that support alternative programming.
 - Assist in securing funding through grants to allow for the expansion of services.
 - Provide information regarding alternative programs as requested by the State Dept. of Education, TPS Board of Education, Superintendent, news media, etc.
 - Write and submit the annual District Alternative Education Plan to the Superintendent and School Board for approval and submission to the State Department of Education.
 - Ensure the Alternative program serves individuals in the community who are most in need of educational options, including individuals suspended, dropouts, adjudicated delinquent and potential dropouts.
 - Ensure TPS teachers at residential and non TPS school sites attend the required professional development training and maintains professional development records of workshops attended.
 - Attend state mandated professional development training for Alternative Education Directors.
 - Submit quarterly and annual alternative education reports for compliance to the Oklahoma Technical assistance Center.

Skills and Competencies:

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; 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
- 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

Qualifications:

- 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.
- 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.

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