



Job Title: Deputy Superintendent

Department: Deputy Superintendent
Reports To: Superintendent of Schools
Grade: XP-08
Number of Days: 12 Months
Security Access: District
Current Date: September 16, 2013
Overtime Status: Exempt

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. Please contact Talia Shaul, Chief Human Capital Officer in TPS for further information at ShaulTa@tulsaschools.org.

Job Objectives: 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:

- Master's Degree in education or related field required.
- Hold or eligible to hold appropriate licenses.
- 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 maintains 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.

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; 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

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:

Tulsa Public Schools is an equal opportunity employer offering employment without regard to race, color, religion, gender, national origin, age, sexual orientation, or disability. 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 Tulsa Public Schools, please visit our website at <http://www.tulsaschools.org/>.