



Job Title: Director of Organizational Learning and Equity

Department: Deputy Superintendent
Reports To: Deputy Superintendent
Grade: EG-10
Number of Days: 12 Months
Security Access: Education Service Center
Current Date: 4/13/2016
Overtime Status: Exempt

Position Summary: The Director of Organizational Learning and Equity will lead the organizational change management function critical for achieving TPS' strategic plan goals with a specific focus on diversity, equity and inclusion. The Director of Organizational Learning shall assist with the provision of expert facilitation and coaching to supervisors and managers regarding change management, performance management and the development of equity teams across the organization. Additionally the Director of Organizational Learning shall focus on promoting the assimilation of organizational effectiveness and change management competencies district-wide through education, partnership and consultation.

Minimum Qualifications:

- Master's Degree in education, school administration or a related field
- Current, valid Oklahoma administrative certificate
- Expert leader with at least 5-10 years of teaching, coaching and leadership roles in public education
- Proven experience in the transformative change process and strategic planning
- Experience in the design and conduct of organizational development interventions (teambuilding, workshops, etc.)
- Advanced ability to set and meet goals and priorities, and work with colleagues to implement and drive results-oriented systems
- Highly effective organizational and consensus building skills
- Alignment with vision, values and goals of TPS
- Exceptional communication ability, both written and oral (with individuals and groups)

Responsibilities and Essential Functions: The following duties are representative of performance expectations.

- Serve as an exemplary model of the district core values of Equity, Character, Excellence, Team, and Joy.

- Actively engage adults learners using instructional design and adult learning principles.
- Coach teachers, leaders and staff through the transformative change process.
- Build consensus from divergent perspectives
- Analyze and utilize data for systemic change
- Initiate, support and facilitate endeavors to enhance organizational effectiveness through interventions based on structure, programs, processes, and systems aimed at improving student outcomes.
- Facilitate/lead change and transition efforts throughout the district to ensure identified goals are fully achieved.
- In collaboration with the executive team, champion the development of a diversity, equity and inclusion framework that guides practices, policies, behavior and culture in TPS.
- Lead professional development efforts to support district leaders in their learning and understanding of the diversity, equity and inclusion framework.
- Serve as an organizational change thought partner, subject matter expert and trusted advisor across the TPS community to ensure alignment of Destination Excellence priorities with the diversity, equity and inclusion framework.
- Facilitate, support and consult on endeavors to engender district values in all staff and create a unique organizational culture that provides a sustainable competitive advantage to TPS.
- Provide individualized coaching, as required, to help create high performance teams at the leadership level.
- Develop and maintain a menu of organizational development interventions to support team effectiveness as a critical component of district effectiveness.
- Create learning experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing.
- Design high-impact, aligned, and empowering learning experiences through collaboration across multiple departments.
- Analyze available data sources to determine necessary professional learning
- Develop skills of all constituents who provide professional learning
- Embed adult learning principles in all professional learning experiences.
- Engage in rigorous observation of adult practices, and collaborate with professional learning providers to analyze the extent to which learning translates into practice
- Perform other incidental tasks consistent with the goals and objectives of this position.

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

Instructional Knowledge and Expertise:

- Deep understanding of the transformative change process, change management principles, and modern research based techniques for implementing change in an organization.
- Strong knowledge of human behavior and adult learning principles
- Business management, operations and strategy knowledge.

- Advanced understanding of diversity, equity and inclusion as a catalyst for long lasting social change
- Ability to evaluate district needs and subsequently create, implement and lead relevant training programs to address the identified needs.
- Understanding of distributive leadership, critical friends and other methodologies.
- Ability to work well during times of transition and help others adjust to change.

Empathy and commitment to cause:

- Deep understanding of the urban school system environment and commitment to improving student achievement.
- Unwavering belief that all students can achieve at high levels.
- Passionate about creating a diverse and inclusive district and willing to challenge and engage with all constituencies in meaningful ways.
- 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.
- 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.
- Offer innovative solutions to seemingly intractable problems.
- Exhibits strong focus on goals and results. Sets clear metrics for success.
- Thrives in achievement-oriented and fast-paced environment.
- 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.

Supervisory Responsibility:

- No direct reports.

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

- Subject to stress caused by changing environment, complexity of the organization, tight deadlines and heavy workload
- Regular office environment, including frequent use of electronic email, being able to sit for long periods of time without a break, etc.
- Must be mobile in order to attend events, meetings, and visit school sites occasionally.

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