



T U L S A

PUBLIC SCHOOLS

**Job Title:** High School Innovation Principal

**Department:** School Administration  
**Reports To:** Associate Superintendent for Secondary School  
**Grade:** EL-07 + Stipend (10% of Base Salary)  
**Number of Days:** 12 Months  
**Security Access:** School Site  
**Current Date:** April 27, 2013  
**Overtime Status:** Exempt

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**Position Summary:**

The principal for Innovation schools is responsible for setting the vision for whole-school transformation to achieve and sustain high levels of student achievement and strategically implement the school's mission through effective leadership of all stakeholders, including faculty, staff, student, parents, and the community. The principal oversees all aspects of the instructional program, school environment and the operational / fiscal health of the school.

**Minimum Qualifications:**

- **Education:** Master's Degree from an accredited institution.
- **Experience:** Minimum of five years of successful teaching experience, with at least 2 years of leadership experience in a low-income, high-needs secondary school.
- **License:** Oklahoma certification as a secondary school administrator.

**Responsibilities and Essential Functions:** As the instructional leader, the Innovation Schools Principal will be to address the following leadership influences on student achievement:

**For the School:** Guaranteed and viable curriculum, challenging goals and effective feedback, parent and community involvement, safe and orderly environment, collegiality and professionalism.

**For the Teacher:** Instructional strategies, classroom management, classroom curriculum design

**For the Student:** Home environment, learned intelligence/background knowledge, motivation.

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.

- Serve as the instructional leader of the building staff and articulate a clear and compelling vision founded in strong and sustainable student achievement outcomes.
- Manage personnel effectively through appropriate delegation, planning and evaluation. Fosters an environment where staff and faculty work cooperatively together and hold each other accountable to reach high levels of student achievement.
- Effectively evaluate teachers' classroom management, instructional practice, professional development pursuits, interpersonal and leadership skills, while identifying high- and low-effectiveness performers, and provide clear and actionable feedback, resources and support.
- Lead the improvement of student achievement by implementing the Tulsa Model for teacher observation and evaluation with high levels of fidelity.
- Provide ongoing professional development for staff, based on an analysis of feeder school / assigned building data, best practices and instructional research.
- Model and promote the continuous use of data to inform practice and drive decision-making and instruction.
- Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- Manage school resources (fiscal, human capital, facilities and equipment, etc.) to support student achievement goals and in compliance with district policies.
- Foster a positive school climate by assessing, planning, and communicating with the school community; promoting distributive leadership while demonstrating understanding of and respect and appreciation for cultural diversity.
- Promote a positive tone for collaborative school/community relations by articulating the mission, seeking community support, and fostering rapport with all stakeholders.
- Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- Perform other administrative duties as assigned by the Associate Superintendent for Secondary Schools.

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

- Experience working in an urban school setting, with proven management and team building skills.
- Strong record of helping students achieve and sustain academic success, especially with minority and low-income students.
- Commitment to the belief that all students can learn and to the mission of educational equity.
- Capacity to define a vision, build teams and achieve results despite tremendous obstacles.
- Experience in strategic planning, resource allocation, leadership techniques, and coordination of people and resources. Record of success in leading adults; prior experience with personnel recruitment, selection, training, management, labor relations and supervision.
- Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Keen ability to use data in the decision making process and strong analytical and problem-solving skills.

- Ability to continuously elevate professional contributions through ongoing reflection, building upon previous learning and being open and receptive to ongoing feedback.
- Active listening skills- Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Judgment and decision-making skills— Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Excellent interpersonal communication and writing skills.

**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 a changing environment, tight deadlines and heavy workload.
- Frequent use of electronic mail.
- Accidents improbable outside of minor injuries, such as cuts, scrapes, or bruises.
- No exposure to chemical or health hazards.
- Primarily require working indoors in environmentally controlled conditions.
- Normal effort or occasional periods of light physical activity.

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.



# Principal Selection Process

## PRINCIPAL SELECTION PROCESS STEPS

## SELECTION PROCESS ACTIVITIES

Candidate may be considered for Emerging Leaders, (if not already a participant), APLE (if considered for AP position), or other preparation program.

\*\*These activities are to be completed by the Candidate in advance of the On-Site Interview Process.

## INTERVIEWING TEAM

