



Job Title: **Lead Instructional Leadership Director**

Department: Deputy Superintendent

Reports To: Deputy Superintendent

Grade: XG-03

Number of Days: 12 Months

Security Access: ESC

Current Date: June 30, 2014

Overtime Status: Exempt

Position Summary:

From the multiple Instructional Leadership Directors, two will be selected at the discretion of district leadership to serve as Lead Instructional Directors. Lead ILDs will work to build exemplary instructional leadership at each of his/her assigned schools, as well as foster continuous learning and collaboration among all ILDs in support of growing Tulsa's instructional lead

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.
- Experience in providing a comprehensive staff development program
- Experience in the Tulsa Public Schools

Responsibilities:

- **Growing the skills and instructional leadership of fellow ILD's**
 - Support the induction of new ILDs, as needed
 - Identify collective learning needs for ILDs, as well as specific needs by school type (e.g., Elementary, Secondary, Innovative, and Growing Together)
 - Support the weekly ILD meetings by co-creating agendas, providing necessary facilitation, and ensuring effective use of time
 - Plan and facilitate differentiated learning experiences for ILDs
 - Collaborate with central office teams and external consultants to gather and provide additional learning resources to address ILDs' needs
 - Create/revise tools to support ILDs' work, as needed
 - Solicit feedback from all principals regarding key areas of ILD support

- Disseminate key research and best practices that inform the role of the ILD, as appropriate
- **Representing the ILD voice with key stakeholders**
 - Assist with the recruitment, interviewing, selection of outstanding ILDs
 - Assist with matching ILDs to schools based on their skills and expertise
 - Ensure ILDs' time in schools remains protected
 - Assess the effectiveness of the ILD implementation
 - Collaborate with all central office teams on new and existing district-wide initiatives to provide thought leadership, feedback on fidelity of implementation, and the direct impact on schools
 - Represent the ILD voice at budget allocation meetings, ensuring adequate resources for schools and ILDs
 - Serve on Board sub-committees, as needed
 - Serve as the ILD voice at TAESP and TASSP Association meetings
 - Serve as the ILD voice at School Board meetings
 - Represent the ILDs at the E4 Council meetings
 - Assist Schools in the absence of an ILD
 - Assist with TCTA concerns as necessary
 - Take on other assignments/special projects as designated by the Deputy
- **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

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
- Deep understanding of adult development
 - Knowledge of research-based adult instructional techniques and teaching methods
- Resourcefulness
 - Ensures that ILDs have the resources they need to succeed
 - Removes barriers or obstacles that make it difficult for ILDs to achieve their goals

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

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