

# Tulsa Legacy Charter School



## VISION

Students at Tulsa Legacy Charter School will acquire the knowledge, skills and values necessary to succeed in higher education and beyond. Our students will achieve the highest level of academic success, be responsible citizens and view learning as a life-long journey. Our collective efforts will fundamentally change public education.

## CORE VALUES

Work hard. Get smart.  
Graduate from college.

High expectations  
equal results.

Nothing less  
than excellence.

Today is the day  
we make it happen.

Title: **Assistant Principal of Instruction**  
Reports To: **Principal**

## ESSENTIAL QUALITIES

*A Tulsa Legacy Charter School (TLCS) Assistant Principal of Instruction is more than an instructional leader and manager; they help transform children's lives by creating opportunities for a brighter future. TLCS Assistant Principals of Instruction are responsible for ensuring all of our students achieve high levels of academic success. We are seeking AP's of Instruction who will make the commitment to lead with determination, integrity and purpose, embodying these essential qualities:*

- Past experiences and actions reflect a commitment to the TLCS mission, vision, core values
- A passion and ability to build and sustain the TLCS K-8 model in a high need, urban environment
- Work in schools that demonstrates a sense of urgency and the relentless pursuit of high academic student achievement
- Reflective, self-aware and adaptable to communication and work styles of others
- Critical thinker and problem solver who takes initiative
- Belief in the power of collaboration and works to build a collaborative culture with TLCS network, community, staff, families and students

## ESSENTIAL FUNCTIONS

*Assistant Principal of Instruction at Tulsa Legacy Charter School is an instructional, operational and strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. Our AP's of Instruction are responsible for demonstrating significant and measurable academic gains, each year, with all students. The actions of our AP's of Instruction must always be aligned with our mission, vision, core values and education program. The essential functions for our AP of Instruction are as follows:*

### INSTRUCTIONAL LEADERSHIP

#### I. DATA ANALYSIS

- Provide data to inform the development of the school's Culture of Achievement Plan with respect to school-wide goals.
- Use data systems to organize and analyze data to be used by school staff to inform decision-making, program modification and planning for targeted, differentiated instruction.
- Meet regularly with the staff to increase their knowledge and level of comfort with data, as well as to discuss data trends to inform program implementation, modification and planning for targeted and differentiated instruction.
- Assist with the creation, completion and presentation of school reports, as well as required reports for the district and charter authorizer.

#### II. PROFESSIONAL DEVELOPMENT

- Provide a wide variety of instructional coaching focused on data analysis, best practices, and targeted and differentiated instruction, as well as high expectations for student achievement and behavior.
- Monitor the pacing and faithful implementation of the education program in Curriculum Maps; modify pacing as necessary.
- Work closely with the Principal to determine school-wide professional development needs, as well as the individualized professional development needs of staff members, to meet all network and school related goals.
- Provide professional development, both internally and externally, to the staff as needed to implement the TLCS education program and to achieve goals.
- Assist staff in the development and realization of Individual Professional Development Plans.
- Use Observe 4 Success to input teacher observation notes and action steps and track other administrator'
- Assist with the development of and oversee the school's staff induction program and mentorship programs; lead the Teacher Leader Fellow Program at the school site.

### **III. CULTURE of ACHIEVEMENT and RESPECT**

- Work with the principal to provide the collaborative leadership necessary to implement the school's mission; coordinate work and collaborate with the TLCS network.
- Assist with the creation of a school culture with staff, parents and students focused on strong academic achievement, fairness, respect and high expectations for behavior as outlined in the school's charter, the TLCS Scholar Family Handbook and the TLCS Commitment to Excellence.
- Work collaboratively with families and other members of the community to involve them in academic activities, to support the success of a diverse student population, and to bring in volunteers and additional resources.
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.

### **OPERATIONAL LEADERSHIP**

- Organize and manage all curricular materials, assessment materials and resources; assist with inventory and ordering.
- Coordinate all state and school-based assessments.

### **PROFESSIONALISM**

- Collaborate with colleagues (grade level and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, classroom instruction, assessment, and student achievement, as well as the overall goals and mission of the school.
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in leadership and teacher improvement.
- Reflect critically upon instructional leadership experience, identify areas for further professional development as part of a professional development plan that is linked to school and network goals, access meaningful learning experiences, and listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms.
- Use feedback to inform and update Individual Professional Development Plan.
- Fulfill all outlined and related functions professionally, timely and thoroughly.

### **MINIMUM QUALIFICATIONS**

**EDUCATION:** Bachelor's Degree, Experience in Education, Education Administration, and Teaching

#### **EXPERIENCE, KNOWLEDGE & SKILLS:**

- Three to five (3-5) years teaching experience. Three (3) years of school administrative/leadership experience, including instructional coaching and collaborative leadership
- Training in and implementation of TLCS curriculum programs
- Experience with data analysis and using data to target instruction and inform decision making
- Turning best practices into high quality, goal-driven results
- Proven track record of closing the achievement gap
- Data managements tools, organizational tools, computer skills (Word, Excel, Access, PowerPoint and Outlook)
- Sense of humor

### **HUMAN RESOURCE INFORMATION**

**EVALUATION:** Evaluation twice a year by Chief Academic Officer and Principal based on progress toward network goals, IPDP goals and core competencies

**EMPLOYMENT AND BENEFITS:** Per company policy

**CLASSIFICATION:** Full-time, Administrative, and Exempt