



# TULSA PUBLIC SCHOOLS

Equal Opportunity Employer

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## Job Description

### **Job Title: Elementary School Principal**

**Reports to:** Area Superintendent  
**Compensation:** Education Leadership Grade 4  
**Number of Days:** 200 Days  
**Overtime Status:** Exempt  
**Date Job Revised:** January 31, 2008

**Position Summary:** The elementary school principal shall be responsible for the organization and operation of the school within the framework of the existing policies of the Tulsa Public Schools.

#### **Qualifications/Job Requirements:**

##### **Education:**

- Minimum of an earned Master's Degree from an accredited institution.

##### **Specialized Knowledge, Licenses, etc:**

- Oklahoma certification as an elementary school administrator.

##### **Experience:**

- Minimum of five years teaching experience.

#### **Customer Contacts (Internal and External):**

- Internal: Administration, teachers, students, support staff.
- External: Parents, community agencies.

#### **Duties and Responsibilities:**

- He or she shall have as a prime responsibility the improvement of instruction.
- Effectively communicates the school's goals.
- Serves as an instructional leader of the building staff.
- Provides ongoing professional development for staff and demonstrates a commitment to sound research-based instructional practices.
- Develops policies and organizational procedures to:
  - Implement innovative instructional programs.
  - Provide harmonious staff relations.
  - Provide a safe physical environment for pupils and staff.
- Secures wholesome school-community relations by cooperating with community organizations which work collaboratively with the school.
- Utilizes and promotes technology at all levels.
- Demonstrates effective public relations skills.
- Performs other administrative duties within the building as provided by directives and policies from the superintendent.
- Leads the improvement of student achievement by utilizing the components of the Tulsa Model.
  - Leads ongoing instruction for all staff members about the components of the Tulsa Model.
  - Monitors lesson plans to ensure that they reflect the district pacing calendars.
  - Plans and facilitates professional development to increase staff knowledge about effective instruction.
  - Regularly observes teachers, provides specific feedback about their performance, and gives suggestions for continuous improvement.
- Fosters a positive school climate by assessing, planning, and communicating with the school community while demonstrating understanding of and respect and appreciation for cultural diversity.
  - Utilizes a variety of methods to receive feedback from students and faculty on improving the school climate.
  - Engages staff in making changes based on student, faculty and community feedback.

- Promotes and communicates high expectations of students and staff performance in an enabling, supportive manner and provides appropriate recognition.
- Establishes and maintains an environment that leads to positive staff morale and to achievement of the mission of the District and the school.
- Creates an environment that recognizes the diverse needs of students, faculty and community.
- Promotes collaborative leadership and continuous renewal in school/organizational improvement efforts while dealing sensitively and equitably with all persons/groups.
  - Encourages staff to work collaboratively to improve instruction.
  - Identifies, analyzes, and applies research findings to ensure continuous improvement.
  - Works with staff to use test data to improve continuous student performance.
  - Provides professional development based on strengths and weaknesses of staff.
  - Recruits and hires staff efficiently and effectively. Utilizes available resources and conducts thorough reference communication to assure candidates selected meet the needs of the school and the organization, maintaining high expectations of the school/organization.
- Manages personnel effectively through appropriate delegation, planning and evaluation. Fosters an environment where staff and faculty work cooperatively together.
  - Provides opportunities for professional growth, promotes leadership roles, and recognizes exemplary performance.
  - Works with staff to resolve conflict issues consistently and quickly.
  - Makes appropriate recommendations relative to personnel placement, transfer, retention, and dismissal.
  - Provides effective direction to staff on improving performance. Holds staff accountable for effective instruction.
  - Does not ignore performance issues. Identifies performance issues quickly. Takes appropriate steps to correct performance deficiencies.
- Manages monetary items, staff projections and staff allocations in compliance with district policies.
  - Manages the school budget appropriately.
  - Follows district policy on the handling and use of student activity funds.
  - Provides accurate student projections for determining staff allocations.
  - Hires staff in accordance with the resources allocated to the school.
  - Keeps an accurate control and accounting, in accordance with district policy, of physical assets such as textbooks, equipment, furniture, etc.
- Manages facility functions responsibly
  - Building is clean and well organized.
  - Follows district policies to ensure building is safe and well organized.
  - Effectively manages administrative responsibilities.
  - Manages and/or monitors all facilities and equipment effectively and efficiently.
  - Encourages the community to utilize the facilities.
- Promotes an environment where principal and staff are accessible. Rules are applied consistently to promote good citizenship.
  - Principal is visible and accessible to students.
  - The faculty is actively involved with students in and outside the classroom in such a way as to promote good citizenship in the student body.
  - The school does not have excessive suspensions.
  - Suspension guidelines are administered fairly and consistently.
  - The student Code of Conduct is clearly communicated and consistently applied.
- Promotes a positive tone for collaborative school/community relations by articulating the mission, seeking community support, and fostering rapport while demonstrating an awareness of cultural activities.
  - Works with parents to resolve issues quickly. Has minimal complaints.
  - Articulates the school/District mission to the community and solicits its support in making that mission become a reality.
  - Identifies community needs which affect the education of children.
  - Promotes an environment that encourages volunteer involvement.
  - Promotes an environment that encourages community involvement in the school.
- Provides leadership in professional growth through active participation, professional conduct and dissemination of ideas that foster mutual respect between the District and the larger community.

- Provides clear, accurate feedback to staff on professional development needs to improve instruction.
- Improves leadership skills through professional development activities and disseminates that knowledge to other professionals.
- Coaches staff for improved performance.
- Develops staff for advancement.
- Takes on leadership opportunities at the district level.
- Promotes an environment where the school is continuously improving on the items defined in the Accountability Plan.
  - Clearly communicates performance expectations to staff for improving the results on the Accountability Plan.
  - Develops action plans to improve the results on the Accountability Plan.
  - Engages staff so they take responsibility in improving performance indicators on the Accountability Plan.
  - Partners with other schools to share and learn initiatives that are being used to improve the performance indicators on the Accountability Plan.
  - Has improved the school's results on the Accountability Plan over the last year or has a rating that exceeds standards.