Job Title: Principal

Department: School Administration
Reports To: Instructional Leadership Director
Grade: EG-08 Elementary; EG-09 Middle/Junior High; EG-10-High School
Number of Days: 12 Months
Security Access: School Site
Overtime Status: Exempt
Last Revised Date: February 12, 2021

Mission and Vision: Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers, and life. Our mission is to inspire and prepare every student to love learning, achieve ambitious goals, and make positive contributions to our world.

Core Values: Our core values guide how we work and interact with each other at every level of the organization. We embrace and embody these values every day.

- **Equity:** All children deserve the opportunity to develop their full academic and social potential. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.
- **Character:** We are honest, trustworthy, and have high standards of behavior. We do the right thing even when it is hard. While we do not always agree, we treat one another with kindness and respect.
- **Excellence:** We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities, and mindsets.
- **Team:** We care for one another, support the personal and professional development of one another, and work together to improve our community.
- **Joy:** Joy at school and at work makes us more productive because when we create, innovate, and imagine, our motivation grows. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task, or concept and experiencing breakthrough moments.

Position Summary: A Tulsa Public Schools transformational leader is a learner, a contributor, and a designer who disrupts the status quo to better serve students and the community. School leaders’ responsibilities are strategic, vast, and intense requiring them to hire the right staff, cultivate talent, build relationships with families and the community, foster positive and safe school culture, and ensure results in an urban and diverse setting.
Minimum Qualifications:

- **Education**: Master’s degree from an accredited institution required
- **Experience**: Minimum of five years successful teaching experience with at least two years of leadership experience required, experience in an urban school setting preferred
- **License**: Grade-appropriate Oklahoma certification as a school administrator or ability to obtain within three years of hire required

Responsibilities and Essential Functions: 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.

- Build a culture where team members internalize and actualize the vision for equitable, grade-level instruction through distributive leadership opportunities and opportunities for their voices to be heard and incorporated.
- Develop staff ability to collect and analyze qualitative and quantitative data, including student work, to identify content students did not learn, and guide grouping and re-teaching strategies.
- Use observation and student learning data to prioritize, plan, and deliver professional learning opportunities grounded in meaningful practice, and aligned to the vision for equitable instruction.
- Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff.
- Design and implement job-embedded and other opportunities for professional learning collaboratively with staff.
- Facilitate effective school leadership team routines and practices, grounded in data and focused on adult practice improvement and student outcomes.
- Engage in deliberate succession planning as part of building a pipeline for school leadership.
- Create and communicate high-leverage, clear, measurable, and ambitious goals aligned to the district’s vision for effective instruction and performance framework for all students and student subgroups and assess student and teacher needs accordingly.
- Use multiple sources of quantitative and qualitative data to triangulate progress toward goals, identify actionable short-term improvements, and inform longer-term strategy at the team and school-wide levels.
- Identify and align strong relationships with external and community partners in service of the school’s vision and goals.
- Create safe spaces for inquiry and learning that leverage effective protocols for data analysis and empower educators to engage in improvement actions.
- Focus on gaps in student opportunities to increase equitable outcomes.
- Expect equity and cultural competence in all aspects of staff practice and interaction.
- Build and maintain a healthy, inclusive school environment that meets the academic, social, emotional, and physical needs of all students by promoting adult-student, student-peer, school-family, and school-community relationships that value and support academic
learning and positive social and emotional development.

- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promote and model personal and professional health, well-being, and work-life balance for faculty and staff.
- Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- Identify and leverage money, technology, space, and materials to innovatively and equitably provide maximum benefit for students, ensuring alignment to priority strategies.
- Creatively and effectively access budgetary resources that maximize efficiencies in resource use, support strategic school and district priorities, and ensure local, state, and federal requirements are met.
- Build a master schedule, staffing plan, and budget that effectively allocates resources based on identified student needs and teacher practice data.

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

- Take responsibility for behavior, mistakes, and results; learn from successes and failures; and supports others to do the same.
- Seek constructive feedback and other opportunities for self-development.
- Demonstrate self-awareness around skills and knowledge gaps.
- Continually navigate along their personal journey as a leader for equity.
- Examine personal and organizational biases, policies, and practices, while taking action to improve student outcomes.
- Conveys decisions in a timely manner to relevant stakeholders and takes follow-up actions to support decisions.
- Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, being available and responsive to their needs.
- Listen attentively, seek to understand others’ points of view, and confirm understanding.
- Understand how others perceive their actions, comments, and tone.
- Actively seek out marginalized voices to ensure representation in the community.
- Attend to responsibilities with passion and a sense of accountability.
- Act with integrity and character.
- Leverage effective organizational systems to enable efficient action.
- Prioritize how time is spent to focus on highest-leverage activities and those that cannot or should not be delegated.
- Use data to inform both improvement and accountability decisions, understanding the critical differences between the two.
- Engage community, families, and school teams in decision making in ways that are meaningful and authentic.
- Balance personal strengths and weaknesses with the strengths and weaknesses of others on the team.
- Ground leadership team in school and district priorities and vision.
- Ensure team members have clarity on their individual roles, responsibilities, and goals.
and how those connect to school-level success.

- Invest in creating a joyful team culture.
- Build a culture of inclusion and acceptance in a way that actively challenges systemic inequities.
- Leverage deliberate change leadership strategies on the individual, small group, and school-wide levels to support educators to make the mindset and behavioral shifts necessary for success.
- Anticipate reactions and address concerns of others to help persuade them to move toward a goal.
- Acknowledge biases are contributing factors in disproportionate student outcomes and hold challenging conversations across differences.

**Supervisory Responsibilities:**
- School-based faculty and staff

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

- Frequent prolonged and irregular hours including nights and weekends.
- Subject to high stress caused by a changing environment, tight deadlines, and heavy workload.
- Occasional in-district travel.
- Primarily requires working indoors in environmentally controlled conditions.
- Ability to sit or stand for extended periods of time.
- Frequent use of electronic mail.
- Normal effort or occasional periods of light physical activity.

*Tulsa Public Schools is committed to building a diverse and inclusive team of individuals who contribute to the district’s mission with their talents, skills, and energy. Tulsa Public Schools is an equal opportunity employer and does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, disability, genetic information, veteran status, marital status, age, or any other classification protected by applicable law.*

*Tulsa Public Schools also provides reasonable accommodations to qualified applicants and employees with disabilities. If you need an accommodation during the application process, please contact the district’s talent management department at 918-746-6310 or the district’s human rights and title IX coordinator at 918-746-6517. You can also direct your request for accommodation in writing to the Tulsa Public Schools Education Service Center, Attn: Talent Management, 3027 S. New Haven Ave., Tulsa, OK 74114-6131.*