



**Job Title: Assistant Principal**

**Department:** Team Schools

**Reports To:** School Principal

**Grade:** EG-04 Elementary; EG-06 Secondary

**Number of Days:** 12 Month

**Overtime Status:** Exempt

**Last Revised Date:** February 7, 2024

**Oklahoma Teacher's Retirement:** Mandatory Participation

**Bargaining Unit:** NA

**Funding Source:** District Paid

**Mission:** Our students lead through literacy, are empowered through experience, and contribute to their community.

**Vision:** Tulsa Public Schools honors the diversity, creativity, and passion of our students, elevating every student to be designers of their destiny.

**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:** We know that our diversity is a community treasure, and we are committed to dismantling practices and systems that perpetuate inequalities, being actively anti-bias, anti-racist, and working toward justice and opportunity for all.
- **Character:** We are honest, trustworthy and have high standards of behavior. We make decisions based on what our students and community need, and we do the right thing even when it is hard.
- **Excellence:** We work together to give Tulsa the world-class schools it needs and deserves. We expect a lot of one another, and we support one another in achieving our shared, high expectations.
- **Team:** We care for one another and work together to celebrate success, learn from struggles, and work to help every team member be their best selves.
- **Joy:** Joy at school and at work makes us more productive, because when we create, innovate, and imagine, our motivation grows. Also, we love to have fun!

**Position Summary:** The assistant principal is responsible for supporting the school's vision to achieve and sustain high levels of student achievement. The assistant principal will collaborate with the school principal to hire the right staff, cultivate talent, build relationships with families and the community, foster a positive and safe school culture, and ensure academic results in an urban and diverse setting.

**Minimum Qualifications:**

**Education:**

- Master's degree from an accredited institution

**Experience:**

- Five (5) years successful teaching experience
- Two (2) years of educational leadership experience
- Previous experience in an urban school setting preferred

**Specialized Knowledge, Licenses, Etc.:**

- Possesses Oklahoma Certification as a school administrator or possesses current out of state administrative certification
  - It is the candidate's responsibility to contact the State Department of Education to apply for a reciprocal Oklahoma administrative certification to be issued prior to the start date of employment
- Alternative administrative certification may be an option for individuals that hold a valid master's degree. It is the candidate's responsibility to contact the Oklahoma State Department of Education and present Tulsa Public Schools with their approved pathway for standard administrative certification prior to being formally considered for a principal position.
- Proficient in Microsoft Office Suite and Google Office Suite
- Bilingual in Spanish/English preferred

**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.

- Assists the school principal in serving as an instructional leader to actualize the vision for equitable, grade-level instruction through distributive leadership opportunities and opportunities for team members' voices to be heard and incorporated
- Aids in developing staff ability to collect and analyze qualitative and quantitative data, including student work, to identify content students did not learn, and guides grouping and re-teaching strategies
- Supports the use of 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
- As part of the leadership team, plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel
- Works with principal to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff
- Collaborates with school leaders and staff to design and implement job-embedded professional learning opportunities
- Participates in effective school leadership team routines and practices, grounded in data and focused on adult practice improvement and student outcomes
- Assists in deliberate succession planning as part of building a pipeline for school leadership
- Supports the creation and communication of 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
- Assesses student and teacher needs accordingly

- Uses 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
- Aids school principal in identifying and aligning strong relationships with external and community partners in service of the school's vision and goals
- Creates safe spaces for inquiry and learning that leverage effective protocols for data analysis and empower educators to engage in improvement actions
- As part of the leadership team, focuses on gaps in student opportunities to increase equitable outcomes
- Expects equity and cultural competence in all aspects of staff practice and interaction
- Contributes to building and maintaining 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
- Assists principal in providing coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs for each student
- Promotes and models personal and professional health, well-being, and work-life balance for faculty and staff
- Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice
- Works with the school leader to identify and leverage money, technology, space, and materials to innovatively and equitably provide maximum benefit for students, ensuring alignment to priority strategies
- Supports and contributes to the creative and effective use of budgetary resources to maximize efficiencies in distribution of resources, support strategic school and district priorities, and ensure local, state, and federal requirements are met. Assist in building a master schedule, staffing plan, and budget that effectively allocates resources based on identified student needs and teacher practice data
- Examines personal and organizational biases, policies, and practices, while taking action to improve student outcomes
- Prioritizes how time is spent to focus on highest-leverage activities and those that cannot or should not be delegated
- Uses data to inform both improvement and accountability decisions, understanding the critical differences between the two
- Engages community, families, and school teams in decision making in meaningful and authentic ways
- Ensures team members have clarity on their individual roles, responsibilities, and goals and how those connect to school-level success
- Builds a culture of inclusion and acceptance in a way that actively challenges systemic inequities
- Leverages 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

- Anticipates reactions and addresses concerns of others to help persuade them to move toward a goal
- Acknowledges biases are contributing factors in disproportionate student outcomes and hold challenging conversations across differences
- Performs other duties, tasks, or services consistent with this position as assigned

**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 support 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
- Ability to communicate effectively verbally and in writing
- Ability to oscillate between independent and collaborative work with ease
- Ability to convey decisions in a timely manner to relevant stakeholders and take follow-up actions to support decisions
- Consistently demonstrate 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
- 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
- Invest in creating a joyful team culture
- Proactively work with others to achieve a common goal or necessary objective building rapport and cooperative relationships with others at all levels of the district
- Open to change and applying critical thinking while developing solutions based on new guidelines, methods, and techniques
- Ability to manage both up and down and create buy in from people with diverse perspectives and backgrounds for new ideas and approaches

**Customer Contacts:**

- **Internal:** TPS District Employees
- **External:** Students, parents, community members, partnered vendors, local and state agencies

**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.

- Physical requirements consistent with an office setting

- Must be comfortable in a classroom setting
- Occasional travel to district and non-district sites

*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 918-746-6985. 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.*