



T U L S A

PUBLIC SCHOOLS

Job Title: Chief Learning Officer

Department: Superintendent
Reports To: Superintendent
Grade: XG-05
Number of Days: 12 Months
Security Access: Education Service Center
Current Date: 4/12/2016
Overtime Status: TBD

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 as we strive to make Tulsa Public Schools a destination for excellence:

- **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: The Chief Learning Officer is responsible for advancing a 21st century teaching and learning system to further the academic and excellence mission of Tulsa Public Schools. The Chief Learning Officer leads the educational performance of the district through a clear vision and strategic direction for the district's curriculum, instruction and school improvement initiatives focused on eliminating the achievement gap and improving student achievement. A part of this overarching curriculum and instruction focus is the design and implementation of personalized blended learning inclusive of a shift to a competency-based

learning system and articulation of instructional best practices grounded in learning science. Responsibilities also include overseeing the multicultural and multilingual and special education areas to ensure equity in services to all students and access to college- and career-ready learning standards. The Chief Learning Officer will work closely with the Chief of Schools and other leaders across the organization to improve instructional quality with the goal of creating a high-performing learning organization that ensures students will graduate ready for success in college, career and in life.

Minimum Qualifications:

- Alignment with mission, vision and core values of Tulsa Public Schools
- Master's Degree in education, school administration or a related field plus additional course work required for licensure as a Principal or District-Level Administrator
- Current, valid Oklahoma administrative certificate
- Expert instructional leader with at least 10-15 years of teaching and leadership roles in public education
- Demonstrated results in improving academic outcomes for students at scale
- Proven experience in change management and strategic planning
- Advanced ability to set and meet goals and priorities, and work with colleagues to implement and drive results-oriented systems for teaching and learning including experience with multilingual, multicultural and special education students
- Highly effective organizational and consensus building skills
- Knowledge of and/or experience implementing personalized blended learning models
- Exceptional communication ability, both written and oral (with individuals and groups)

Responsibilities and Essential Functions:

- Lead the development and implementation of the district's instructional vision that incorporates a combination of evidence-based best practices and promising practices; aligns curriculum, instruction, assessments, and professional learning; meets college/career readiness standards; and relentlessly focuses on supporting the needs of all students.
- Develop the skills of people across teaching and learning teams to design, test, iterate and measure ideas that transform classroom and school models.
- Provide strategic direction for the district's curriculum, instruction and school innovation initiatives that is aligned with the long-term strategy to improve student achievement and narrow the achievement gap between racial, ethnic and economic groups.
- Reduce the variability in curricula, instruction, and assessment and implement a vertically aligned curriculum and assessment system that includes consistent delivery of instruction aligned with college/career readiness standards. Ensure that this instructional system provides a quality scaffold and starting point from which teachers and leaders can adapt based upon the needs of unique school needs.
- Use data to evaluate academic programs and make recommendations for improvement as needed to drive student achievement. Adapt curriculum to meet the need of diverse student/ school groups
- Coordinate and align the work of the Teaching and Learning office to create strong performance management practices using data to inform decisions. Ensure that this system fosters collaborative accountability with a focus on measuring, learning and continuously improving.

- Provide direction in and maintain current knowledge of educational reform and instructional best practices in all aspects of K-12 urban education. Use data, best practices, and stakeholder feedback to develop TPS as a leader in this area through the effective implementation of an innovative curriculum.
- Develop and implement strategic priorities that drive continuous improvement and performance management using data to inform decisions. Foster collaborative accountability with a focus on measuring, learning and continuously improving
- In collaboration with the centralized data team, develop ongoing evaluation of the effectiveness of instructional programs with a particular focus of increasing student achievement at underperforming schools
- Collaborate with schools to develop instructional programs and implement instructional models designed to improve achievement of all students
- Serve as the key advisor to the Superintendent regarding academic and educational issues. Serve as the district representative regarding academic affairs in meetings with governmental, legislative and business and community meetings.
- In collaboration with the Talent office, develop systems to build the instructional capacity of teachers and leaders.
- Oversee the allocation of materials and staff resources for academic departments, ensure their use for the purposes intended, and enforce appropriate accountability for disbursements and expenditures
- Ensure district compliance with state regulations and policies in monitoring, assessment, and reporting for all academic programs.
- Monitor the quality of standards for school performance and student achievement
- Communicate with all departments on a regular basis and ensure effective systems and structures are in place to maintain a results-focus, efficiency, and drive toward student achievement goals of the strategic plan.
- Maintain a cutting-edge awareness of the promising practices and innovations in programs and policies for teaching, learning, and school design that are emerging locally and nationwide and help bring these practices to TPS.
- Perform other duties as assigned.

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

Instructional Knowledge and Expertise:

- Deep understanding of research and practice on 21st century learning goals, the future of learning, new models, learning science, curricular frameworks, pedagogy, and quality classroom materials; experience developing and implementing curriculum for a wide variety of grade levels and subjects.
- Thorough understanding of the importance of articulation in these areas: principles and practices of educational leadership, including fiscal responsibilities, evaluations, and program development; applicable federal, state and local laws, regulations, ordinances and policies; human resources development; school law; public relations; and principles of effective process performance management, staff supervision and administration.
- Proven ability to develop and deliver programming that drives improved academic performance for all student populations; knows effective practice for differentiating instruction.

- Understanding and demonstrated experience with the design and implementation of personalized blended models; experience in designing competency-based learning systems as part of a personalized model.
- Strong knowledge of high-quality instructional practices and the ability to lead others to implement these practices consistently across classrooms and school sites.

Empathy and commitment to cause:

- Deep understanding of the urban school system environment and commitment to improving student achievement.
- Unwavering belief 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:

- Ability to be a team player and collaborate vertically and horizontally with other teams across the organization
- Strong verbal and written communication skills
- 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:

- Innovative, forward thinker with a demonstrated competency in strategic thinking and leadership.
- Makes decisions grounded in analysis of appropriate data sets
- Ability to work with ambiguity in a complex and dynamic environment
- Takes initiative to solve problems and create stakeholder buy-in.
- Identifies and prioritizes mission critical issues with alignment of people, time and resources.
- Offers innovative solutions to seemingly intractable problems.
- Exhibits strong focus on goals and results. Sets clear metrics for success.
- Thrives in achievement-oriented and fast-paced environment.
- 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.

Leadership skills:

- Knowledge of effective change management for culture, systems and practices.
- 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 coalitions and works collaboratively with diverse stakeholders at all levels, including but not limited to district personnel, students, families, communities, and/or advocacy groups.
- Ability to train, supervise, and evaluate staff from different cultural backgrounds and skill sets.
- Ability to be self-reflective and willing to incorporate feedback into professional learning methods.

Supervisory Responsibility:

- Directly supervises the Executive Director of Teaching and Learning, Director of Personalized Learning, Executive Director of Multilingual/Multicultural Education and the Executive Director of Special Education.

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

- Subject to stress caused by changing environment, complexity of the organization, tight deadlines and heavy workload
- Regular office environment, including frequent use of electronic email, being able to sit for long periods of time without a break, etc.
- Must be mobile in order to attend events and meetings outside of regular work hours.
- Normal effort of 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 talent, skills and energy. Tulsa Public Schools is equal opportunity employer and does not discriminate against persons because of age, race, color, creed, religion, disability, gender, ethnic or national origin, or veteran status. Tulsa Public Schools prohibits discrimination against individuals with disabilities and will reasonably accommodate applicants with a disability, upon request, and will also ensure reasonable accommodation for employees with disabilities.