

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.

Title: **District Early Childhood Specialist**
Reports To: **Director of Teaching & Learning**

ESSENTIAL QUALITIES

A Tulsa Legacy Charter School (TLCS) District Early Childhood Specialist is more than an instructional leader and manager; they help transform children's lives by creating opportunities for a brighter future. TLCS District Specialists are responsible for ensuring all of our students achieve high levels of academic success. We are seeking District Specialists 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 PK-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

The District Early Childhood Specialist 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 District Specialists are responsible for demonstrating significant and measurable academic gains, each year, with all students. The actions of our District Specialists must always be aligned with our mission, vision, core values and education program. The essential functions for our District Early Childhood Specialist are as follows:

INSTRUCTIONAL LEADERSHIP

I. INSTRUCTIONAL VISION

- Create and implement Tulsa Legacy Charter School's vision for math and literacy instruction across grades PK to 1st by using knowledge of best practices, current research, updated technologies and curriculum, and school-wide data.
- Coach and develop teachers in Early Childhood grades to ensure students are mastering content and showing growth in the subject area by providing frequent feedback, data debriefs, and lesson-plan support.
- Ensure TLCS' instructional vision is implemented by developing rigorous bi-weekly, unit, and other formative assessments to gauge student and guide teacher practice.
- Assist Executive Leadership and Principals in monitoring and evaluating effectiveness of programs as well as identifying and squiring appropriate program resources to ensure that curricula are student-focused and aligned with school's mission, core values, academic standards and strategic goals.
- Contribute to building a scalable Early Childhood instructional program with specific responsibility for planning, development, implementation, assessment and improvement across all current and future schools.

II. DATA ANALYSIS

- Provide data to inform the development of Early Childhood teachers with respect to school-wide goals.
- Use data systems to organize and analyze data to be used by Early Childhood teachers 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.

III. PROFESSIONAL DEVELOPMENT

- Provide a wide variety of instructional coaching focused on data analysis, Early Childhood best practices, and targeted and differentiated instruction in math and literacy.
- Monitor the pacing and faithful implementation of the education program with respect to Curriculum Maps; modify pacing as necessary.
- Work closely with the Principals at each site to determine school-wide professional development needs, as well as the individualized professional development needs of staff members, to meet all network and school Early Childhood-related goals.
- Provide professional development to the staff as needed to implement the TLCS Early Childhood education program and to achieve goals.
- Assist staff in the development and realization of Individual Professional Development Plans as it relates to core math and literacy instruction.
- Use Observe 4 Success to input teacher observation notes and action steps and track other administrator's observations.

IV. 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 maintaining a positive school culture with staff and students focused on strong academic achievement, fairness, respect and high expectations.
- Work collaboratively with families and other members of the community to involve them in Early Childhood-related 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 Early Childhood curricular materials, assessment materials and resources; assist with inventory and ordering.
- Collaborate with Executive Director regarding school design, talent management, technology, and other areas as needed to best support Tulsa Legacy's expansion planning.

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 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; Master's Degree Preferred

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

HUMAN RESOURCE INFORMATION

EVALUATION: Evaluation twice a year by Executive Leadership based on progress toward network goals, IPDP goals and core competencies

EMPLOYMENT AND BENEFITS: Per company policy

CLASSIFICATION: Full-time, Administrative, and Exempt