

Abstract

Tulsa Public Schools, located in Northeastern Oklahoma, proposes the *School Leadership Project* to expand the instructional leadership capacity of the District's 53 Assistant Principals and affect a culture change in 76 Principals and 8 Instructional Leadership Directors to redefine the position of Assistant Principal as a training ground for future Principals focused on instructional leadership. The overarching goal of the project is to strengthen the instructional knowledge and leadership skills of the Assistant Principals so that they are equipped to become successful Principals within two years. The District will deploy well-trained Leadership Coaches as well as professional development offerings from organizations such as The New Teacher Center, The New Teacher Project, and McREL to ensure that all training, coaching, and mentoring is high-quality. In responding to Invitational Priority 1, the District will serve its student population of 42,000 by accomplishing the following goals: 1) improving the calibration scores of Assistant Principals using the teacher evaluation system, 2) improving the quality of feedback provided to teachers by Assistant Principals, 3) improving understanding and analysis of school data, 4) improving capacity to develop school leadership teams, 5) increasing capacity to create a positive school environment, 6) improving ability to meet self-assessment goals, 7) improving the applicability of professional development offerings, 8) increase the percentage of Assistant Principals eligible to become Principals, 9) increase the percentage of Assistant Principals who are hired and retained as Principals, 10) improve student achievement and student growth scores, and 11) increase the percentage of Assistant Principals who are rated effective using the principal evaluation system.

The Project will be evaluated to quantify and qualify the effectiveness of both implementation and programming for sustainability and replicability purposes.