



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

Office of Instructional Practice

**Job Title:** Deputy Chief, Math Professional Learning  
**Office:** Office of Instructional Practice  
**Salary Range:** 1-5 / \$134,650 - \$141,471

### Position Overview

The Office of Instructional Practice (OIP) mission is to ensure that DCPS teachers and principals have the skills they need to provide outstanding instruction to every student, every day. The Office has a particular focus on accelerating student growth in the district's lowest-performing schools.

OIP has eight divisions:

1. **Instructional Leadership:** which focuses on preparing and supporting our instructional leaders
2. **LEAP Implementation:** which focuses on supporting schools in implementing the technical aspects of LEAP
3. **Instructional Evaluation:** which focuses on assessing and providing feedback about instructional practice
4. **Specialized Instruction:** which focuses on supporting Early Childhood, Special Education, and Special Subject teachers
5. **Literacy Professional Learning:** which focuses on creating professional development resources and training literacy teachers
6. **Math Professional Learning:** which focuses on creating professional development resources and training mathematics teachers
7. **Instructional Innovation and Design:** which focuses on exploring new approaches to support
8. **Chief of Staff:** which focuses on ensuring all members of the office have what they need to be successful

The work of the office is grounded in a radically new approach to professional learning at DCPS that will launch during the summer of 2016, called LEAP (**LE**arning together to **Adv**ance our **Pr**actice). Designing LEAP over the course of the past year has involved an unprecedented district-wide collaboration effort, and the approach represents one of the district's top strategic priorities for the 2016-17 school year and beyond. At its core, LEAP is about creating content-specific learning communities that will engage in a cycle of lesson planning, content knowledge development, formative observations, and student work analysis – all tied to the DCPS curriculum and facilitated by a content-specific leader.

The Deputy Chief, Math Professional Development serves as a key member of the Office of Instructional Practice's (OIP's) leadership team and is responsible for leading the district's approach to math professional development for teachers, teacher leaders, instructional coaches, and Assistant Principals of Math, within the office's professional development system, LEAP (Learning together to Advance our Practice).

The Deputy Chief, Math Professional Learning will report to the Chief of Instructional Practice.

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## Essential Duties and Responsibilities

*The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties, and/or skills required. Other duties may be assigned.*

- Serves as a key member of the Office of Instructional Practice's management staff and helps drive the formulation and implementation of policies and strategies to meet the vision and goals of the Office and of DCPS.
- Sets the vision for, then oversees the development and implementation of math professional development aligned with the Common Core Standards; uses the standards to design, develop and implement professional development and support math development across the district.
- Works with a variety of internal and external stakeholders to support the design and implementation of LEAP-related professional learning experiences for math teachers.
- Develops clear, specific, and ambitious performance targets for professional development in the district; evaluates progress of Office programs and initiatives; holds parties accountable; and helps adjust strategy and approach accordingly to achieve success.
- Drives innovation and best-practice sharing both within the Office of Instructional Practice and between Offices of DCPS by creating opportunities for collaboration and idea exchange (particularly with the Office of the Chief of Schools and the Office of Teaching and Learning).
- Collaborates and builds strong working relationships with other DCPS senior managers and school leaders to develop and implement cross-Office strategies supporting the Chancellor's long-term vision of reform; communicates progress to key internal and external stakeholder groups, builds relationships with them to identify opportunities for improvement, and incorporates their input.
- Prepares and presents regular updates for senior management team, summarizing progress and key points of projects and initiatives and distilling key lessons that will accelerate the learning curve of DCPS senior leadership.
- Attends relevant external meetings and conferences to stay informed about latest math research and trends, represents the perspective and vision of DCPS and presents specific findings and project results.
- Manages a team of people who design and implement math professional learning opportunities for teachers and school leaders; and holds them accountable for responsibilities and deadlines.
- Anticipates, identifies, and resolves obstacles to the success of the office as well as specific projects.
- Stays closely aware of progress of projects, high-level initiatives, and emerging issues across the DCPS organization and proactively adjusts program approach based on changes in direction, priorities, and resources.

## Qualifications

- Bachelor's degree and eight to twelve years of related work experience.
- Master's degree strongly preferred.
- Previous experience as a proven instructional leader in mathematics.
- Experience leading teams with a strong focus on coaching, adult learning and facilitation.
- Significant staff management and project management experience.
- Comfort with data analysis and problem-solving.
- Excellent written and verbal communication skills and creative problem-solving abilities.

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## Personal Qualities of Top Candidates

- **Commitment to Equity:** Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education.
- **Leadership:** Coaches, mentors, and challenges others to excel despite obstacles and challenging situations.
- **Focus on Data-Driven Results:** Relentlessly pursues the improvement of central office performance and school leadership, instruction, and operations, and is driven by a desire to produce quantifiable student achievement gains.
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions.
- **Adaptability:** Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.
- **Teamwork:** Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others.
- **Dependability:** Does whatever it takes to consistently deliver with high quality under tight deadlines; successfully manages own projects through strong organization, detailed workplans, and balancing of multiple priorities.
- **Communication and Customer Service Skills:** Communicates clearly and compellingly with diverse stakeholders in both oral and written forms; anticipates and responds to customer needs in a high-quality and courteous manner.