

# Accelerated Improvement and Inquiry Manager (SY24-25)

Boston Public Schools, Office of Human Resources

Central Office - Data & Accountability - Boston, Massachusetts [Open in Google Maps](#)

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## Job Details

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**Job ID:** 4846782

**Application Deadline:** May 13, 2025 11:59 PM (Eastern Standard Time)

**Re-Posted:** Mar 13, 2025

**Starting Date:** Immediately

## Job Description

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REPORTS TO: Director of Data Inquiry

ACADEMIC/NON-ACADEMIC: Academic

### Position Overview:

In 2013, Boston Public Schools formed the Data Inquiry Team in the Office of Data and Accountability (ODA). Inquiry is a scaffolded process that guides teams of educators to examine and adjust instruction to understand how teaching impacts student learning, with a focus on disrupting inequitable outcomes to ensure every student succeeds. In each data cycle, teachers analyze student learning data, examine instructional practice, implement changes in classrooms, and gather evidence to gauge improvement in student learning and teacher practice.

Accelerated Improvement and Inquiry Managers are pivotal to the development of high-functioning teams that lead equity-driven, evidence-based school improvement and provide strategic guidance to School Superintendents and an assigned region of schools on how to establish the systems and conditions for engaging in continuous improvement. This includes developing the analytical, facilitation, and reflective skills for high quality data inquiry cycles at the systems, school, teacher team, and classroom level as well as monitoring the impact on instructional and collaborative practices across the region.

Accelerated Improvement and Inquiry Managers provide additional intensive coaching to teacher teams, instructional leadership teams (ILTs), and principals in transformation schools. School support is differentiated based on instructional priorities and intensity of student need, providing the most support to schools with the greatest student need. The Inquiry Team offers a range of support including year-long intensive coaching partnerships, ad hoc coaching consultation, and professional learning sessions that are open to all BPS educators. Each school is matched to work with a particular Accelerated Improvement and Inquiry Manager, who provides CPT/ILT planning support, guidance on leveraging district assessment resources, access to turn-key agendas and protocols for adult learning,

practical tools for identifying and addressing student learning needs, and one-on-one coaching for principals, administrators, and designated teacher leaders.

**Provide intensive data inquiry coaching to a caseload of prioritized schools with significant need to accelerate student learning.**

- Coach principals, administrators, and teacher leaders. Coaching should empower these leaders to guide their teams through data cycles, engage in effective observation and feedback conversations, demonstrate effective meeting facilitation, build trust, manage conflict, and model responsible data use.
- Engage in key coaching practices such as provoking reflection through feedback, co-developing agendas/protocols for adult learning, debriefing inquiry meetings, observing instruction together, analyzing recent assessment data, and developing action plans.
- Provide ad hoc data inquiry support at targeted schools across the region. The individual would analyze needs across schools and lead a decision-making process with the region team to prioritize the needs of schools and how to meet them.
- Create protocols, agendas, templates, and data trackers to assist teacher teams in analyzing and gathering evidence relevant to the focus of their inquiry and aligned to grade-level standards.
- Advance data-driven decision making and the elevation of data analysis to include both student groups as well as individual student performance
- Effectively partner with School Leaders and Instructional Leadership Teams to guide, implement and adjust school-developed policy, systems, improvement plans and structures in the school's instructional practices in order to improve instructional leadership and teaching practice that positively impacts student outcomes. This individual would have significant oversight over how to lead and implement change.

**Work within a region structure to create systems, structures, and learning opportunities for all BPS schools to effectively engage in data inquiry practices**

- Lead the work of formalizing parts of the data inquiry coaching process with School Superintendents in all schools by creating minimum expectations for data use and evidence-based improvement across the district. Create a system to collaboratively progress monitor the implementation of those minimum expectations across the region.
- Serve as the functional expert for assigned region(s) on matters related to formative assessment strategy and improvement practices and provide direction on implementation of data-driven instruction, in part by leading meetings with School Superintendents, School Leaders, and other district office staff.
- Lead the improvement and consistency of collaborative data inquiry practice across the district and build shared language and understanding of data inquiry
- Collaborate with district offices to ensure focus on support of School Leaders and Instructional Leadership Teams as the key drivers of student achievement
- Model effective instructional leadership practices and teaching of adults grounded in research-based adult learning theory
- Support grade-level collaboration as well as vertical and interdisciplinary planning using data inquiry practices
- Participate in non-evaluative classroom observations to facilitate implementation of the instructional framework
- Direct the alignment of student assessment and curriculum within and across schools to ensure assessment analysis is timely and actionable.
- Serve as an advocate and champion of inquiry by spreading best practices, identifying opportunities for alignment and collaboration with other district initiatives, and modeling a relentless focus on evidence.
- Monitor school's Instructional Focus and QSPs by facilitating Instructional Walkthroughs in collaboration with Academics and School Superintendents.

### **Build Assessment Literacy and Data Inquiry practices at the district office**

- Build capacity of district offices to support a comprehensive and balanced assessment system, including administering, analyzing, and responding to results from district formative assessments
- Contribute to a strong team culture within the Office of Data and Accountability by facilitating highly-effective team meetings, engaging in peer coaching, participating in team-wide reciprocal feedback, and collaboratively creating new structures and resources for schools.
- Serve as an expert in responsible data use and how to leverage BPS data systems and assessments.
- Share practices for evidence-based instructional coaching.
- Collaborate and consult with other district offices to provide schools with the resources and supports needed to drive academic growth for each student

### **Design and facilitate high quality professional development**

- Develop a professional learning plan to incorporate parts of the Data Inquiry Facilitation (DIF) process that is available to all schools across the district.
- Facilitate adult learning through inquiry by setting clear expectations for collaboration, creating structures for actionable feedback and honest reflection, functioning as an objective process observer, and consolidating team thinking.
- Design and facilitate differentiated professional development opportunities throughout the year for principals and teacher leaders who lead teams of educators through data cycles.
- Support the creation and facilitation of professional development and professional learning toward enhancing teachers' instructional practice

### **QUALIFICATIONS - REQUIRED:**

- Bachelor's Degree
- 5 years of demonstrated successful experience in school leadership in an urban setting
- Successful experience and competency working in a culturally diverse learning environment
- Demonstrated history of success working with school-based staff members to lead instructional change through building strong classroom environments and positive school culture to close opportunity and achievement gaps
- Demonstrated ability to improve student learning through data-driven instructional practices
- Excellent analytical ability, particularly in translating data into easy-to-interpret, actionable formats
- Knowledge in current educational research relative to curriculum and standards-based instruction
- Ability to independently exercise sound judgment, think strategically, and support others to think strategically in order to provide guidance, support, and direction to School Leaders and School Superintendents
- Mastery of Google Suite (i.e., Docs, Slides, Sheets, Drive) and Microsoft Office suite (i.e., Word, Excel, PowerPoint), especially Sheets/Excel
- Demonstrated capability to work collaboratively with a variety of stakeholders, such as school-based staff, district staff, families, youth, community members, and other essential partners
- Strong project and time management skills, which ensure the ability to prioritize competing demands and multiple simultaneous commitments
- Exceptional oral and written communication skills as demonstrated by the ability to communicate effectively and respectfully with principals, teachers, colleagues, and diverse community members
- Flexible, creative approach to problem solving and ability to exercise sound professional judgment and provide guidance, support, and direction to School Leaders
- Demonstrated ability to work cross-functionally and think at a systems level
- Deep knowledge and understanding of, and demonstrated ability to connect with the racial, linguistic, and ethnic background of students and families served

- Demonstrated success of building the capacity of school leaders for the purpose of improving instructional practices
- Current authorization to work in the United States - Candidates must have such authorization by their first day of employment.
- Experience in adult learning theory; Background in facilitating adult learning specifically related to data-driven instruction

#### QUALIFICATIONS - PREFERRED:

- Master's Degree in Educational Leadership or related area of study
- Experience working across multiple teams or multiple sites
- Experience as a school or district leader within Boston Public Schools preferred
- Demonstrated successful experience as a classroom teacher and teacher leader
- Hold an SEI endorsement or a dual certification in ESL as well as special education licensure at the appropriate grade levels
- Experience working with students with disabilities in inclusive settings
- BPS values linguistic diversity and believes that candidates who speak another language bring added value to the classroom, school, and district culture and diversity. BPS is particularly interested in candidates who are fluent in one of BPS' official languages: Spanish, Creole (Cape Verdean), Creole (Haitian), Chinese, Vietnamese, Portuguese, & Somali.

UNION/MANAGERIAL/RESIDENCY REQUIRED: Managerial

COMPENSATION RANGE: C53 \$118,479

*The Boston Public Schools, in accordance with its nondiscrimination policies, does not discriminate in its programs, facilities, employment, or educational opportunities on the basis of race, color, age, criminal record (inquiries only), disability, homelessness, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, genetics or military status and does not tolerate any form of retaliation, or bias-based intimidation, threat or harassment that demeans individuals' dignity or interferes with their ability to learn or work.*

**Position Type:** Central Office

**Salary:** up to \$118,479 1.0 FTE

## Job Requirements

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## Contact Information

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## Map

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